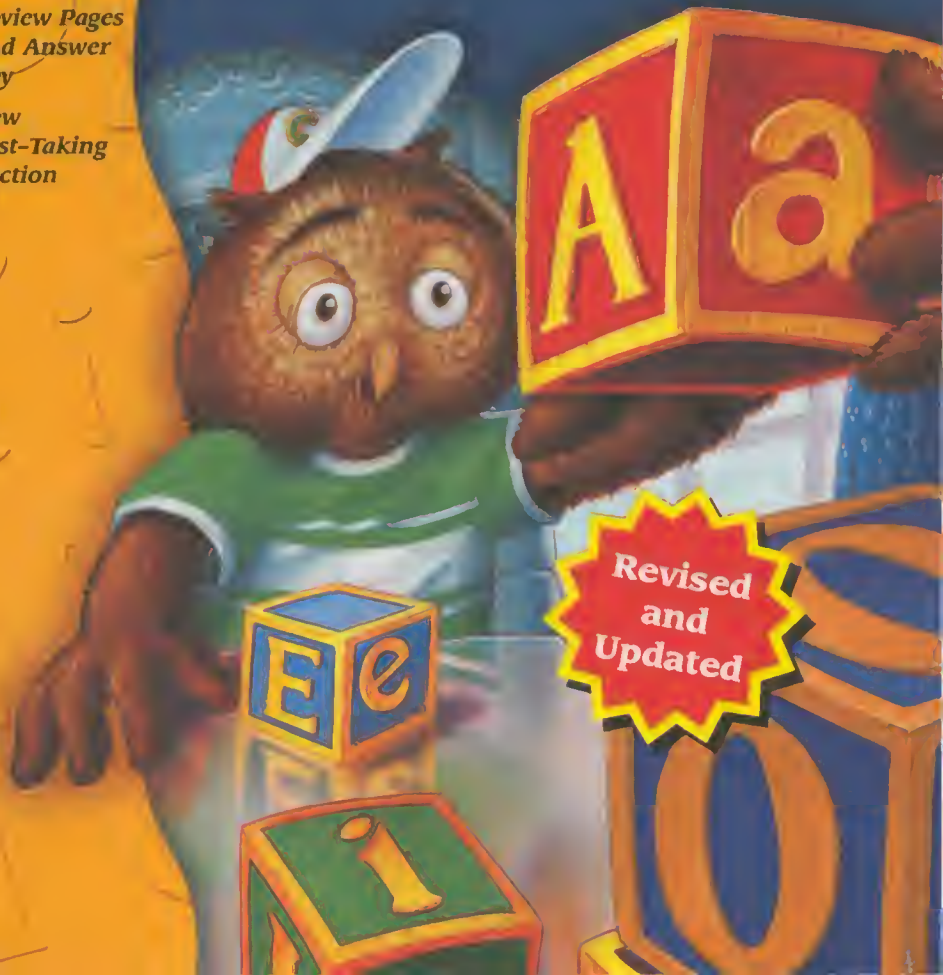
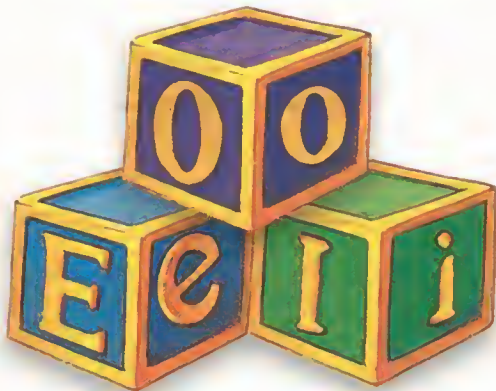


THE COMPLETE BOOK OF **PHONICS**

- *Step-by-Step Lessons*
- *Review Pages and Answer Key*
- *New Test-Taking Section*



THE COMPLETE BOOK OF PHONICS



**McGraw-Hill
Children's Publishing**

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To Parents: The McGraw-Hill Children's Publishing Phonics series emphasizes the key phonics skills that children need to know as they learn to become independent readers. Lessons involve children in the process of reading, writing, listening, and speaking. Children learn to recognize frequently occurring initial and final consonant sounds, and they are introduced to initial and medial short vowel sounds. Creative activities guide children in the blending of sounds and in exploring familiar sound patterns. Additional literature and helpful suggestions further enhance and cultivate children's appreciation of reading.

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Beginning Consonant Bb

The baby wants to bounce the ball.



B b ball

Directions: Say each picture name. If the picture name begins with the same sound as **ball**, color the space.



Can the baby bounce the big beach ball? Could you bounce it?
What are some things you can do now that you couldn't do
when you were a baby?

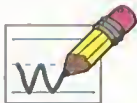
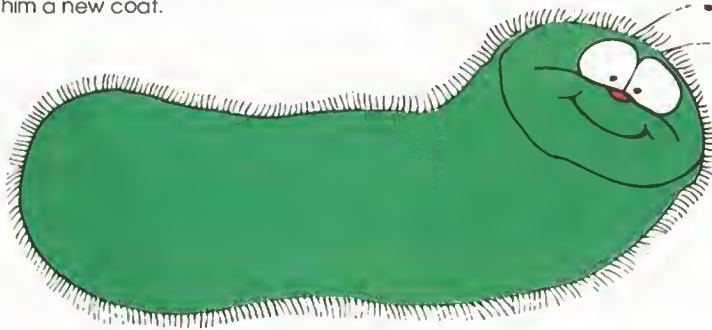
Beginning Consonant Cc

Cody Caterpillar needs a warm, cozy coat.



C c caterpillar

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **caterpillar**, paste it on Cody to make him a new coat.



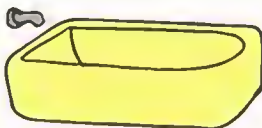
Cocoa and cookies, cuddling your cat . . . What makes you feel warm and cozy?





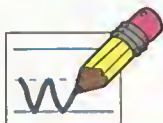
Beginning Consonant Tt

Tommy put too many toys in the tub.



T t tub

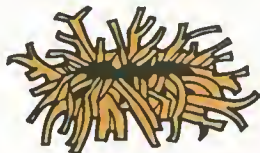
Directions: Say the picture name for each toy in the tub. If the picture name begins with the same sound as **tub**, mark an X on it.



What are your favorite tub toys?

Beginning Consonant Nn

The sleepy baby birds want to nap in their nest.



N n nest

Directions: Help the birds find their nest. Follow the path with the pictures whose names begin with the same sound as **nest**.



What would you do if you found a bird's nest?

Beginning Consonant Pp

Pam packs her panda for a sleepover.



P p panda

Directions: Pam only packs things whose names begin with the same sound as **panda**. What else will she pack? Say the picture names. Draw a line from Pam to each picture whose name begins with the same sound as **Pam** and **panda**.



Make a list of things you need for a sleepover. Use your list the next time you pack.



Review Beginning Consonants



B b



C c



T t




















N n



P p





















Directions: Look at the letter at the beginning of each row. Then say each picture name. Circle each picture whose name begins with the sound the letter stands for.

B				
C				
T				
N				
P				



Review Beginning Consonants

















Directions: Say each picture name. Circle the letter that stands for the beginning sound.

 <p>P T</p>	 <p>B P</p>	 <p>N C</p>	 <p>B T</p>
 <p>N B</p>	 <p>T N</p>	 <p>T B</p>	 <p>T P</p>
 <p>P B</p>	 <p>C P</p>	 <p>C B</p>	 <p>T C</p>
 <p>T P</p>	 <p>N C</p>	 <p>N P</p>	 <p>B P</p>
 <p>B C</p>	 <p>P N</p>	 <p>C B</p>	 <p>C T</p>



Ending Consonants

Directions: Say each picture name. Fill in the circle next to the letter that stands for the **last** sound.

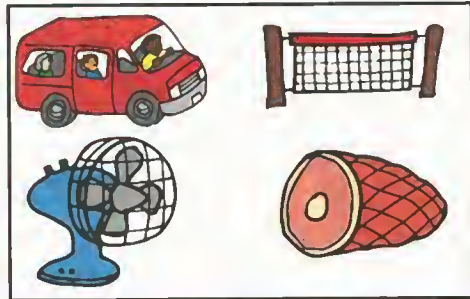
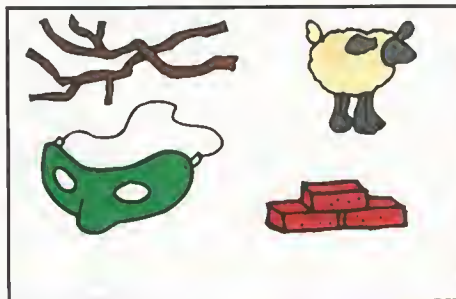
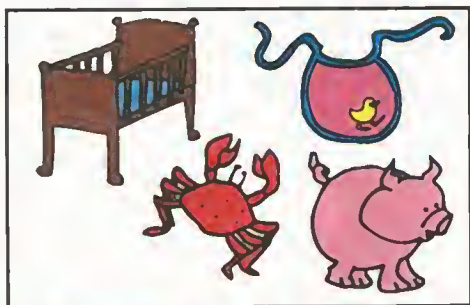
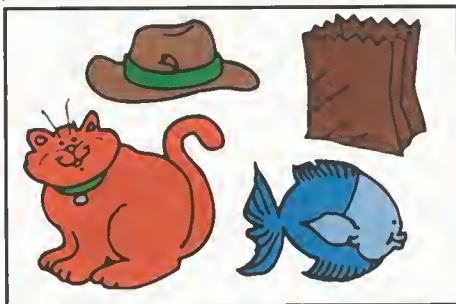
 crab	 feet	 horn	 mop
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Rhyming Words

The busy man pours the soup from the can into the pan.



Directions: Words that have the same ending sounds, like **man** and **pan**, are called **rhyming words**. Say the names of the pictures. In each box circle the pictures that have rhyming names.



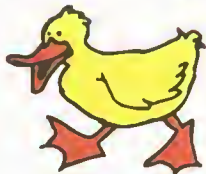
Short Vowel a

The band of ants play rat-a-tat-tat!



ants

Directions: Short **a** is the sound you hear at the beginning of the word **ants**. Only animals whose names have the **short a** sound can play in the ants' band. Say each picture name. Circle the picture if you hear the **short a** sound.









If the animal band marched past your house, what would you do?

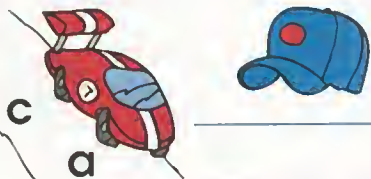


Short Vowel a


Directions: Say each picture name. Write **a** if you hear the **short a** sound.

 m p	 h m	 c p
 b b	 f x	 c t

Directions: Use a toy car or pretend your finger is a car at the top of each hill. Smoothly move your finger or car down the hill as you blend the letter sounds to say the name of the picture. Then trace its name on the line.



c a p cap



b a t bat



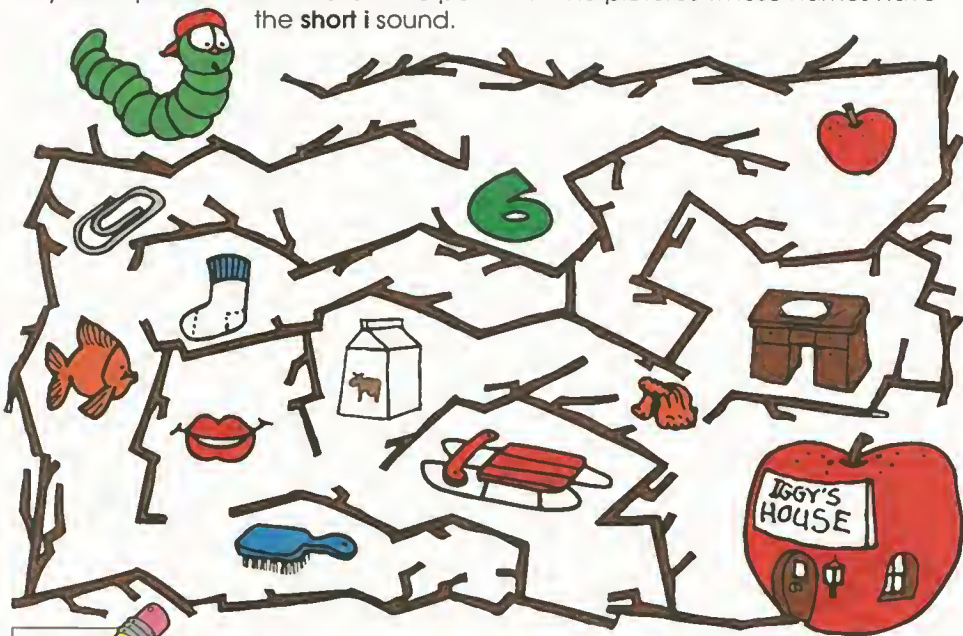
Short Vowel i

Help Iggy Inchworm crawl around the twigs to his home.



inchworm

Directions: Short **i** is the sound you hear at the beginning of the word **inchworm**. Say each picture name. Follow the path with the pictures whose names have the **short i** sound.



If you bit into Iggy's house, what would Iggy say to you?



Short Vowel i

Directions: Use a toy car or your finger to smoothly blend the letter sounds to read each word. Write the word on the line.

b

i

b



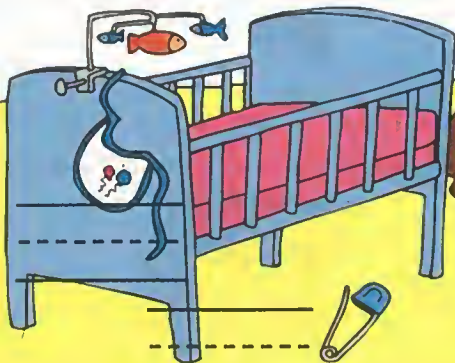
p

i

n



Directions: Write the word from above that names each picture. Then find three other things in the picture whose names have the short i sound and circle them.





Review Short Vowels a and i

Directions: Say each picture name. Circle the letter that stands for the **vowel** sound you hear.



a i



a i



a i



a i



a i



a i



a i



a i



a i



a i



a i



a i

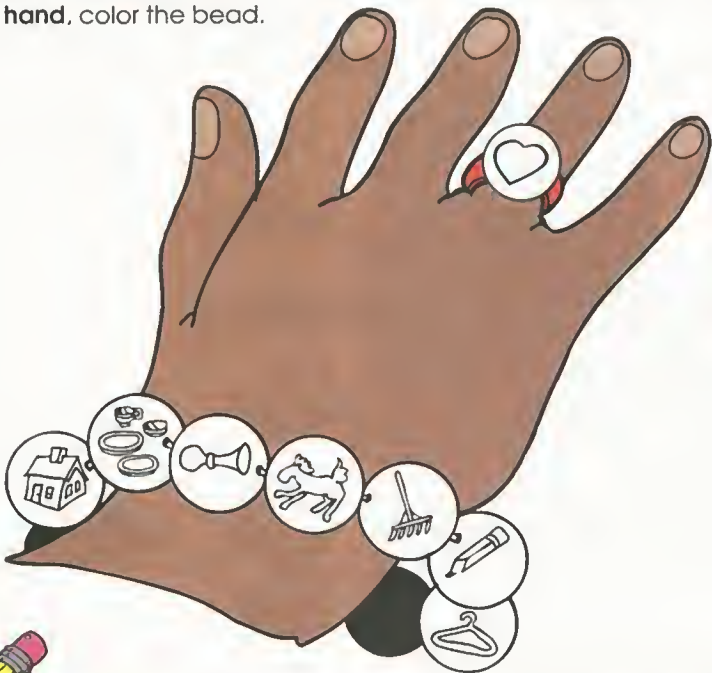
Beginning Consonant Hh

Raise your hand and wave hello!



H h hand

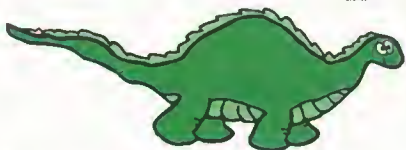
Directions: Say each picture name. If the picture name begins with the same sound as **hand**, color the bead.



How would you say hello to someone who speaks another language?

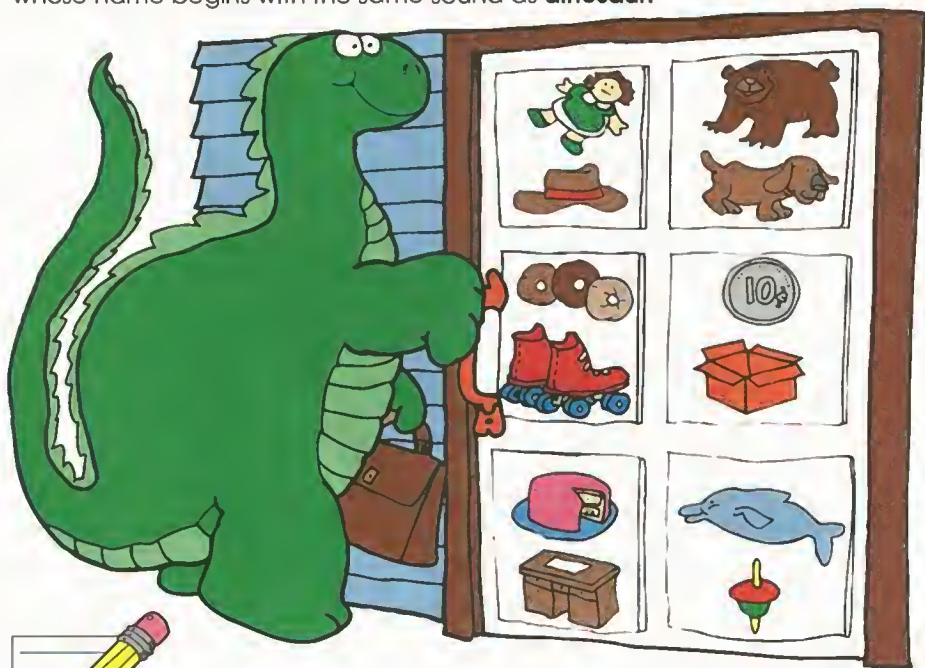
Beginning Consonant Dd

Oh, no! A dinosaur is at the door!



D d dinosaur

Directions: Say the picture names in each box on the door. Circle the picture whose name begins with the same sound as **dinosaur**.



What would you do if a dinosaur came to your door?



Beginning Consonant Rr

The raccoon runs in the rain.



R r **raccoon**

Directions: Say each picture name. Color the space if the picture name begins with the same sound as **raccoon**.

Who does the raccoon visit to get out of the rain?



What does it feel like when you run in the rain?

Beginning Consonant Ff

Where do these fussy fireflies land?



F f **fireflies**

Directions: These fussy fireflies only land on things whose names begin with the same sound as **fireflies**. Cut out the pictures at the bottom. Paste them on things in the picture whose names begin with the same sound as **fireflies**.



If a firefly landed on you, what would you do?





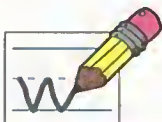
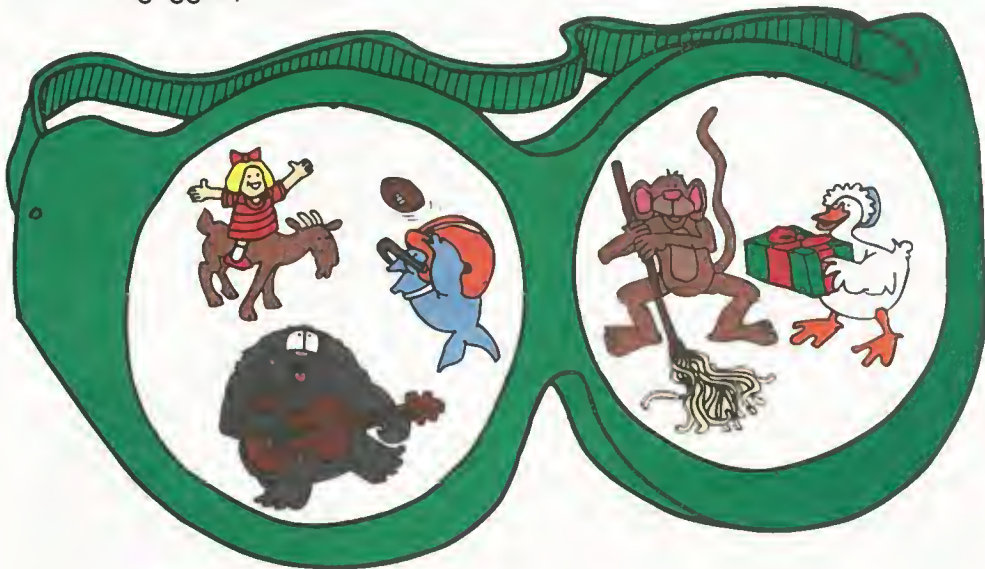
Beginning Consonant Gg

What do you see when you wear goofy goggles?



G g **goggles**

Directions: Say each picture name. If the picture name begins with the same sound as **goggles**, circle it.



What else might you see through these goofy goggles?



Beginning Consonant Mm

Macaroni and meatballs make Mike messy!

**M m****macaroni meatballs**

Directions: Say each picture name. If the picture name begins with the same sound as **macaroni** and **meatballs**, color the meatball.



What foods make you messy when you eat them?

Review Beginning Consonants



H h



D d



R r



F f



G g



M m

Directions: Look at the letter in each box. Then say each picture name. Circle the picture whose name begins with the sound the letter stands for.

G



D



R



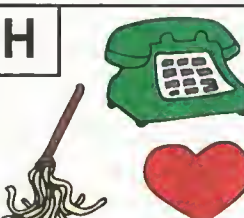
F



M



H





Review Beginning Consonants

Directions: Say each picture name. Listen to the beginning sound. Find the letter that stands for the sound on a crayon. Use your crayons to make each mitten the right color.





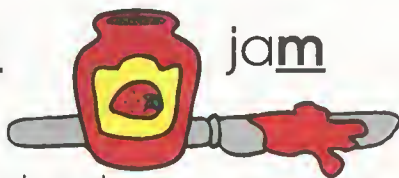
Ending Consonants



bed



bag



jam

Directions: Write the missing letter to complete each word.



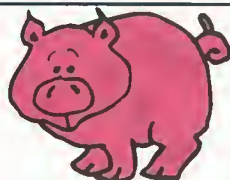
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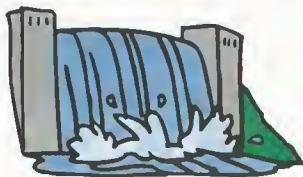
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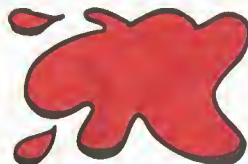
ru



pi



da



re



Short Vowel o

This octopus wants ocks.



octopus

Directions: Short **o** is the sound you hear at the beginning of the word **octopus**. Say each picture name. Color the sock if you hear the **short o** sound. Does this octopus have enough colored socks?


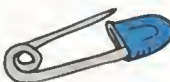


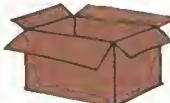



What do you know about a real octopus?
What would you like to know?





Short Vowel o

Directions: Say each picture name. Write **o** if you hear the **short o** sound.

 c t	 p n	 d g
 h t	 b x	 r d

Directions: Use a toy car or pretend your finger is a car at the top of each hill. Smoothly move your finger or car down the hill as you blend the letter sounds to say the name of the picture. Then trace its name on the line.

 p o t pot	 m o p mop
---	---

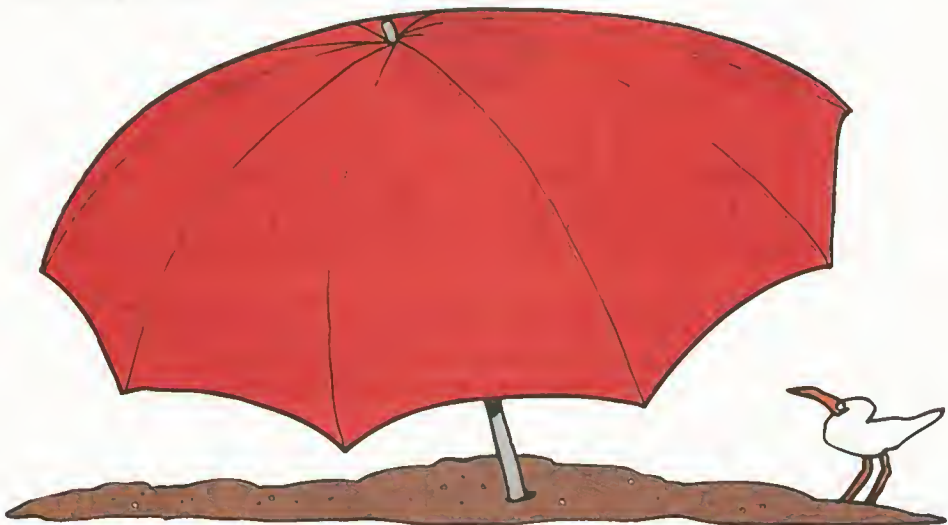
Short Vowel u

Decorate the big beach umbrella.



umbrella

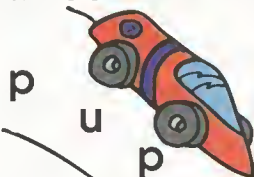
Directions: Short **u** is the sound you hear at the beginning of the word **umbrella**. Cut out the pictures at the bottom of the page. Say each picture name. If you hear the **short u** sound, paste the picture on the umbrella.



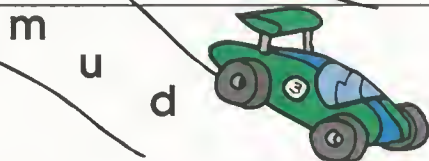


Short Vowel u

Directions: Use a toy car or your finger to smoothly blend the letter sounds to read each word. Then write it on the line.







Directions: Write the word from above that names each picture.



What happened the last time you played in the mud?



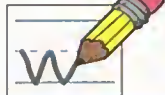
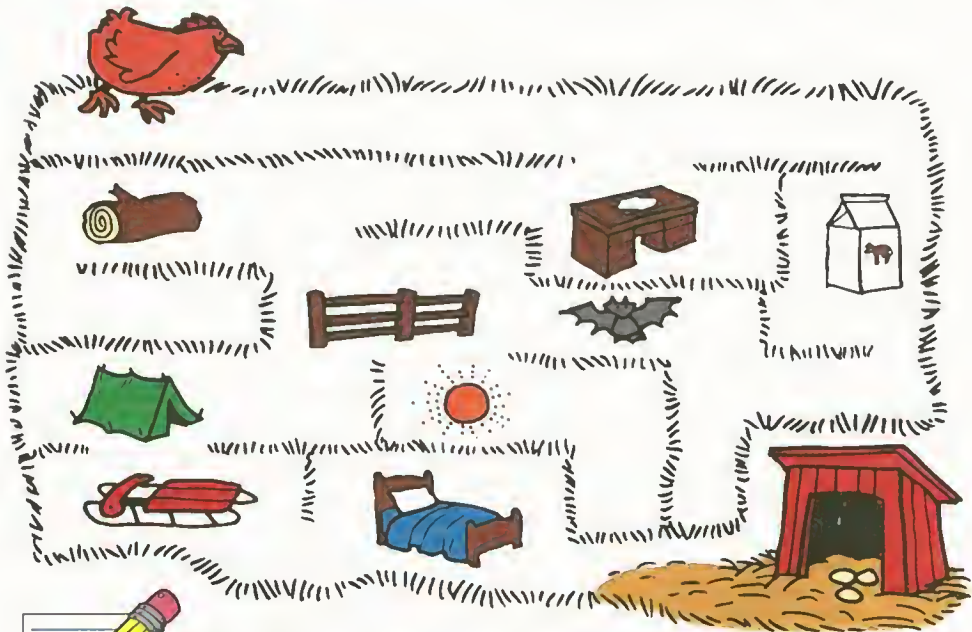
Short Vowel e

Help the red hen find her eggs.



hen

Directions: Short **e** is the sound you hear in the middle of the word **hen**. Follow the path with the pictures whose names have the short e sound.



What if the red hen lived in a rain forest instead of in a pen on a farm? How would her home be different?



Short Vowel e

Directions: Use a toy car or your finger to smoothly blend the letter sounds to read each word. Write the word on the line. Then write the word that names each picture at the bottom.

b

e

d



n

e

t



m

e

n











Review Short Vowels o, u, e

Directions: Say each picture name. Circle the letter that stands for the vowel sound you hear.



o u e



o u e



o u e



o u e



o u e



o u e



o u e



o u e



o u e



o u e



o u e

















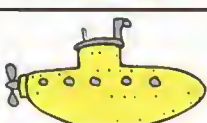

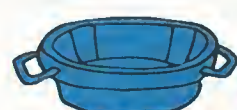



o u e



Rhyming Words

Directions: Words that have the same ending sounds are called **rhyming words**. Say the names of the pictures. In each row, circle the picture that has the same ending sound as the first picture.



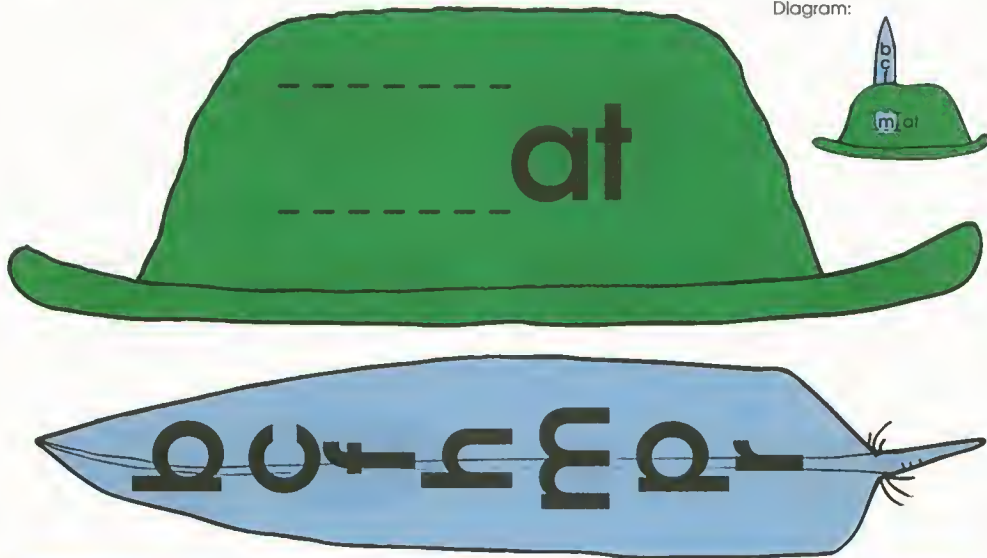
Sound Pattern -at

Pat wears her favorite hat to the costume party.



Directions: Cut out the hat and feather. Cut on the dotted lines to make slits. Slip the feather through the hat. Slide the feather and read each new word.


Diagram:






Sound Pattern -at

Directions: Name each picture. Think about the beginning sound. Write the letter that belongs at the beginning of each word. The first one is done for you.




m h

hat




b m

at



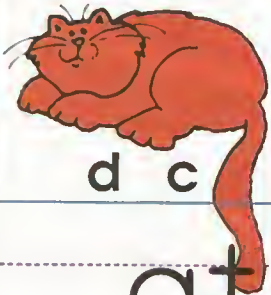
f r

at



b p

at



d c

at



What does your favorite costume look like?



Sound Pattern -in

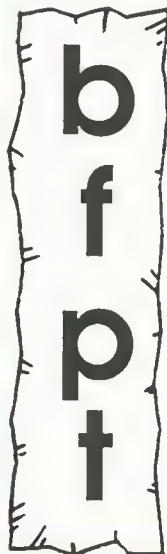
Put used paper in the recycling bin. Help save our earth!



bin

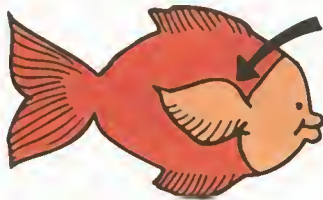
Directions: Cut out the bin and paper. Cut on the dotted lines to make slits. Slip the paper through the slits on the bin. Slide the paper and read each new word.

Diagram:



Sound Pattern -in

Directions: Name each picture. Read the words. Circle the word that names the picture. Write it on the line.



fin

tin



pin

bin



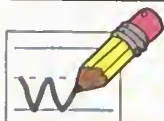
pin

fin



tin

pin

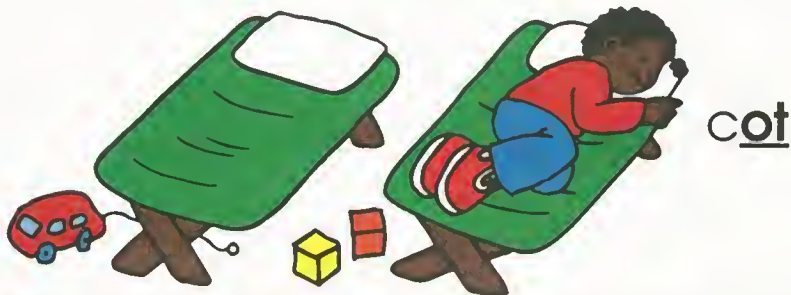


What can you do to help save our earth?



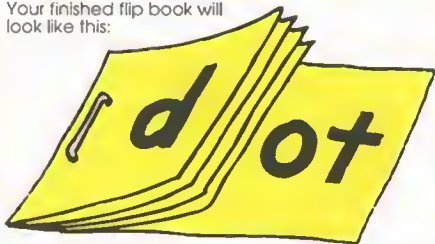
Sound Pattern -ot

The tot naps on a cot.



Directions: You can make a flip book to help you read words. Cut out the cards. Put the big card with the word **cot** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

Your finished flip book will look like this:



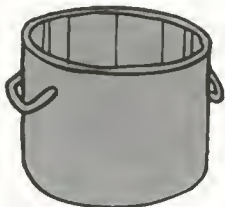
c ot

d g h n p t



Sound Pattern -ot

Directions: Draw a line from each picture to the word that names the picture.



cot



dot



tot



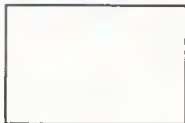
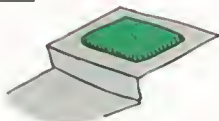
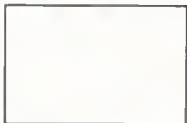
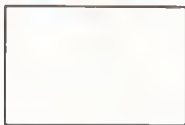
pot

Review Sound Patterns -at, -in, -ot

The tot and the cat reach for the tin.



Directions: Name each picture. Cut out the words at the bottom. Paste each word where it belongs.



hat

tot

cot

fin

mat



Review Sound Patterns -at, -in, -ot

cat pot bin

Directions: Read each word at the top of the page. Look at the pictures below. Find a rhyming word that belongs with each picture. Write the rhyming word on the line.



pin



hot



fat



Sound Pattern -ug

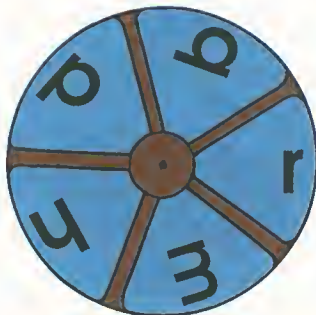
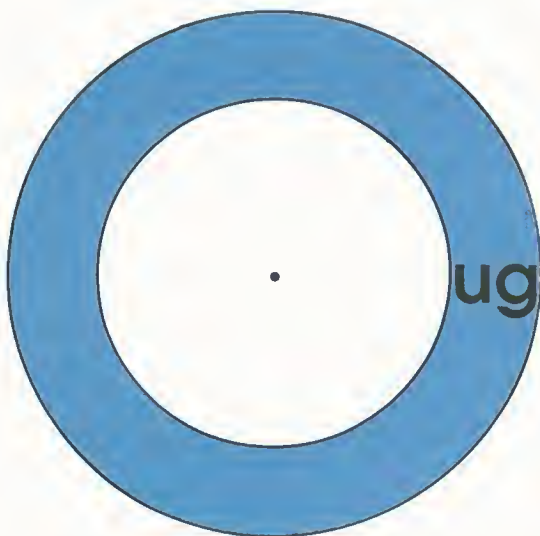
Can you find the bug in this rug?



bug

Directions: Cut out the wheels. Put the little wheel on top of the big wheel. Push a straw or a ballpoint pen through the center. Turn the little wheel. How many words can you make?

Your finished word wheel will look like this:





Sound Pattern -ug

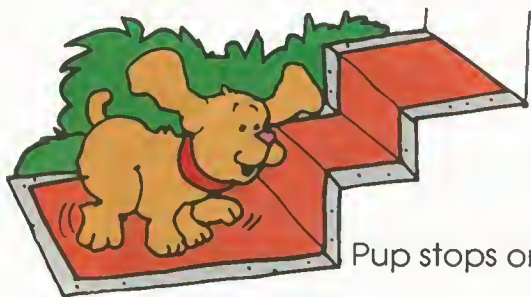
Directions: Read each sentence. The pictures will help you. Circle the word that completes the sentence. Then write it on the line.



dug

tug

Pup _____ in the mud.



bug

rug

Pup stops on the _____.



hug

mug

Mom gives Pup a big _____.



Sound Pattern -en

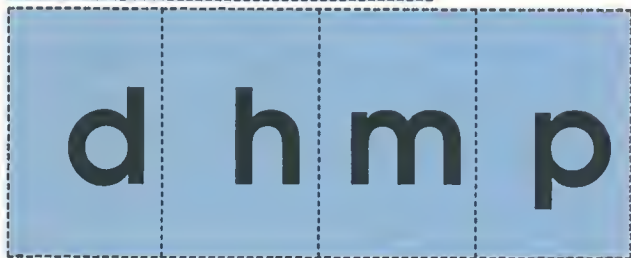
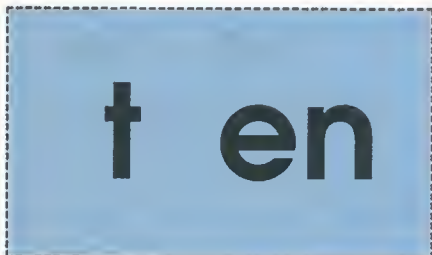
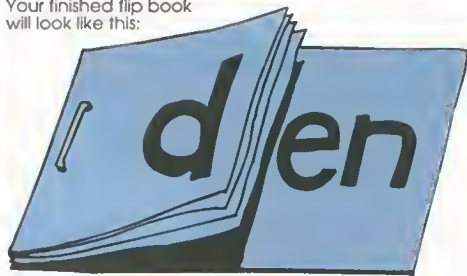
Ken has ten crayons.

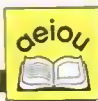


ten

Directions: You can make a flip book to help you read words. Cut out the cards. Put the big card with the word **ten** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

Your finished flip book will look like this:





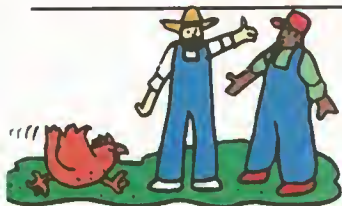
Sound Pattern -en

Directions: Read or ask someone to help you read the rhyme. Circle the word that completes each line. Then write the word on the line.



hen den

"I can't find my eggs!" said the little red _____



pen men

She ran by some _____



ten hen

She ran by a big _____



men pen

"My, what a surprise.
They're right here in my _____

!"



Review Sound Patterns -ug and -en

Directions: Name each picture. Read the question. Circle the word that answers the question. Then write the word.



Is it a **mug** or a **rug**?



Is it **ten** or a **tan**?



Is it a **bug** or a **tug**?



Is it **hen** or a **hug**?



Is it a **pen** or a **cot**?



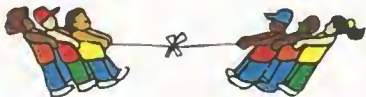
Review Sound Patterns -at, -in, -ot, -ug, -en

Directions: Read each sentence. The pictures will help you. Circle and write each word that completes the sentence.



hat bat rat

Dot hit the ball with her _____ .



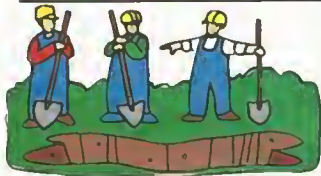
bug rug tug

The friends _____ on the fat rope.



pin tin bin

Can Ben hit one more _____ ?



ten men hen

Some _____ dug and dug.



pot dot cot

Pat put the old tin _____ in the bin.



Review Sound Patterns -at, -in, -ot, -ug, -en

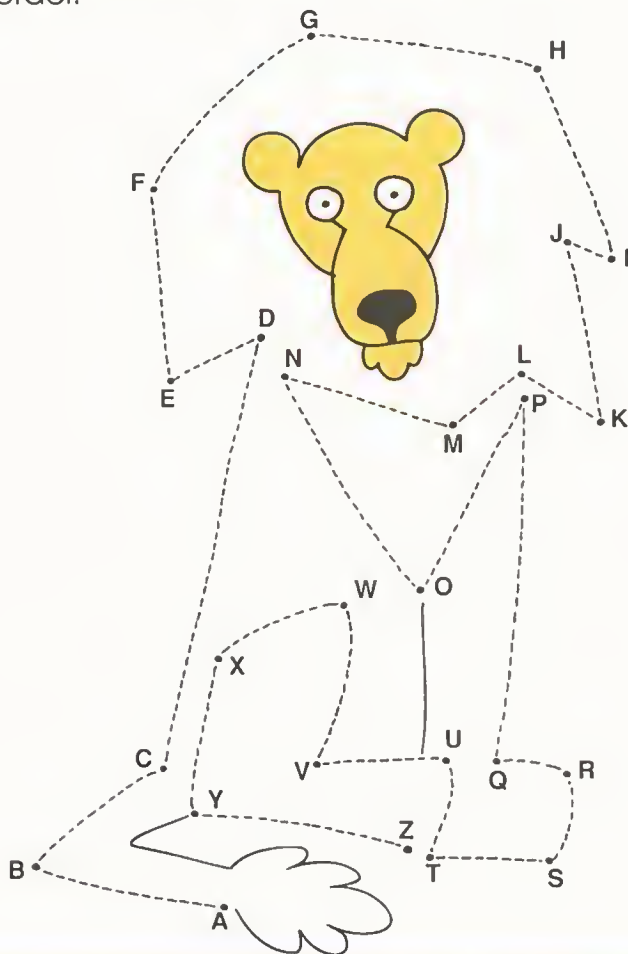
Directions: Read the sentences. Follow the path to help the tot find his cat.





ABC Order

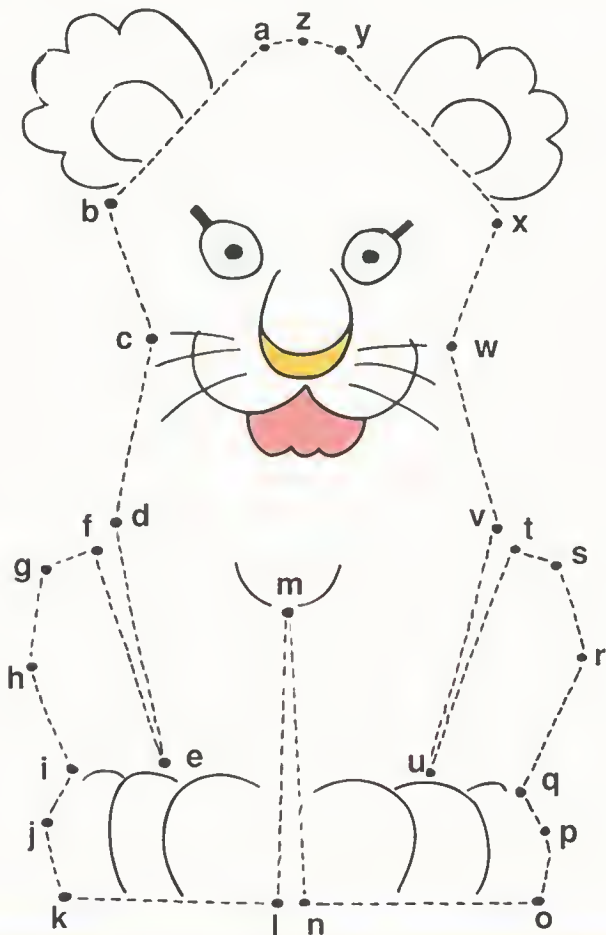
Directions: Draw a line to connect the dots. Follow the letters in ABC order.





abc Order

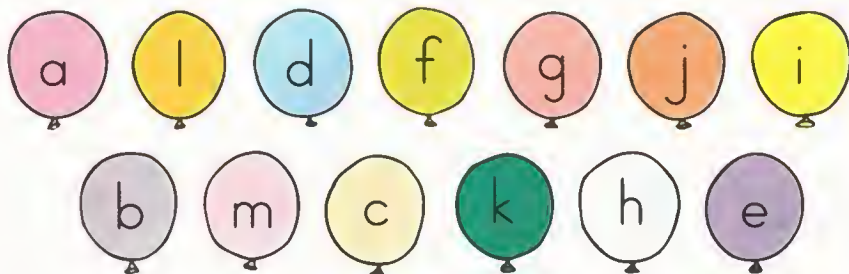
Directions: Draw a line to connect the dots. Follow the letters in abc order.





Matching Upper And Lower Case Letters

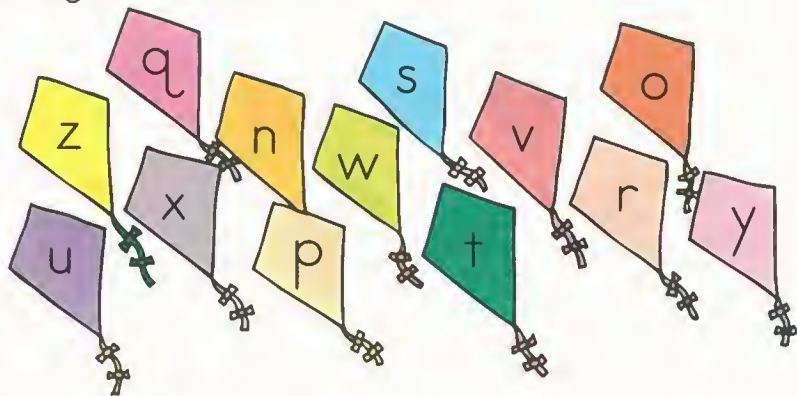
Directions: Draw a line from each upper case letter to its matching lower case letter.





Matching Upper And Lower Case Letters

Directions: Draw a line from each upper case letter to its matching lower case letters.

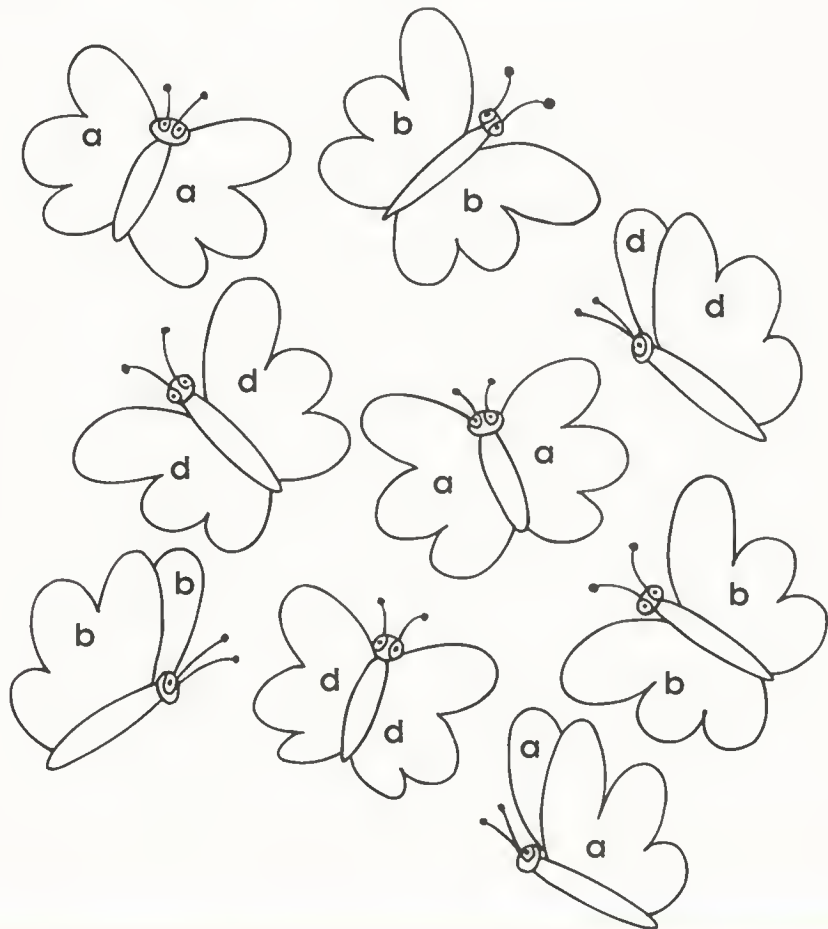




Discrimination Of a, b, d

Directions: Color the butterflies.

a = yellow, b = orange, d = purple





Writing Upper Case Letters

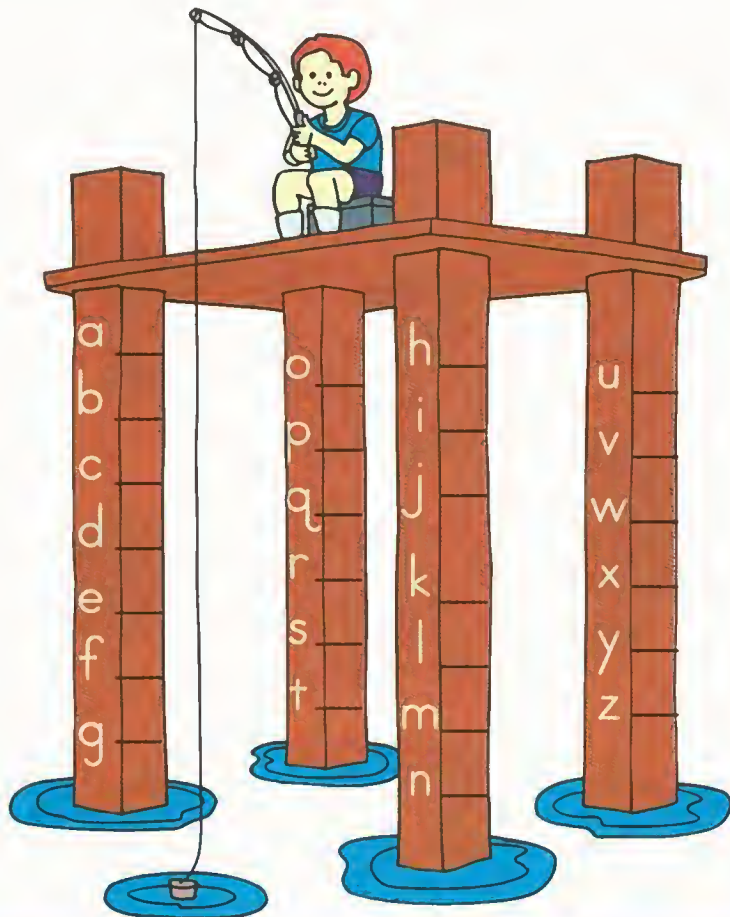
Directions: Trace each letter. Write each letter again next to the letter you traced.





Writing Lower Case Letters

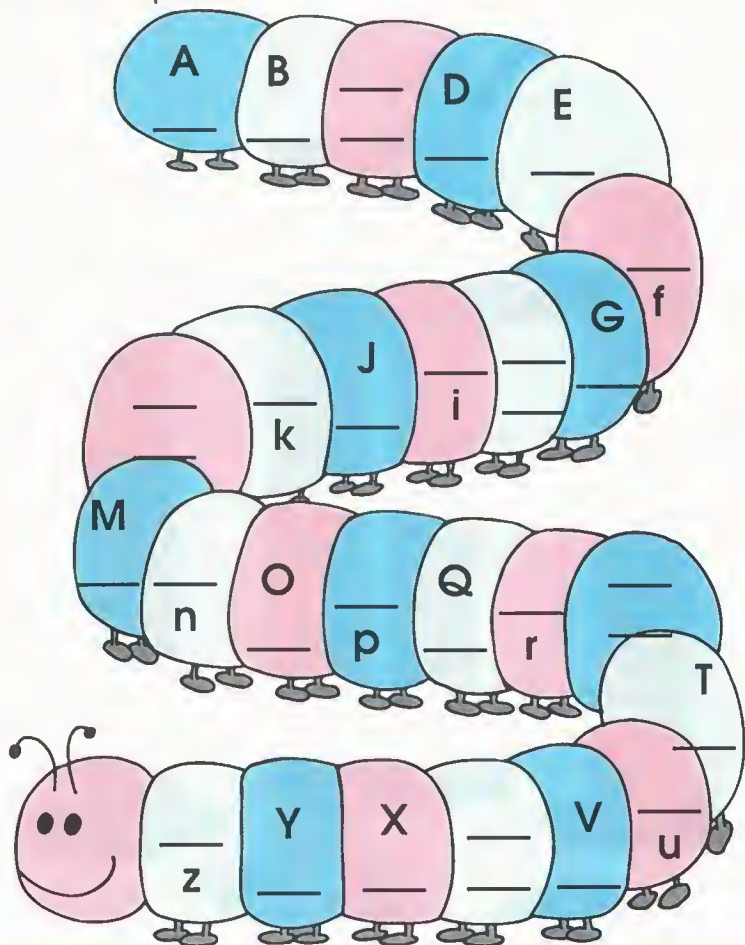
Directions: Trace each letter. Write each letter again next to the letter you traced.





Review

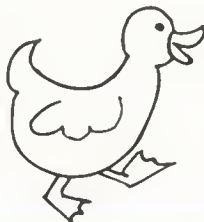
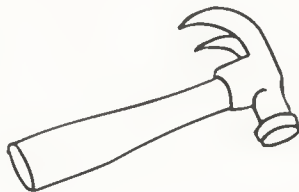
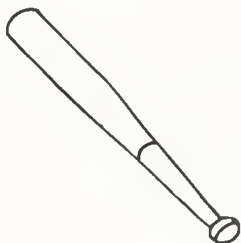
Directions: Fill in the missing upper and lower case letters to complete the alphabet.





Beginning Consonant Sounds Bb, Cc, Dd

Directions: Say the sound that the letters Bb, Cc, Dd make. (Bb = buh, Cc = kuh, Dd = duh). Then say the name of each picture. If the first sound matches the letter, color it blue.





Beginning Consonant Sounds Ff, Gg, Hh

Directions: Say the sounds for the letters Ff, Gg, Hh. (Ff = fuh, Gg = guh, Hh = huh). Draw a circle around the picture if it begins with the letter in the column.

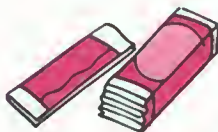
Ff



Gg



Hh

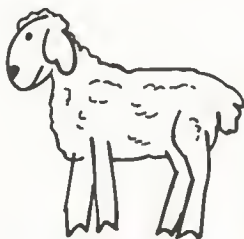




Beginning Sounds Jj, Kk, Ll

Directions: Draw a line from each picture to its beginning letter sound.

Jj



Kk



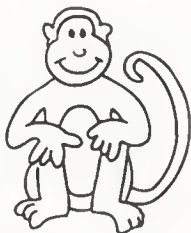
Ll



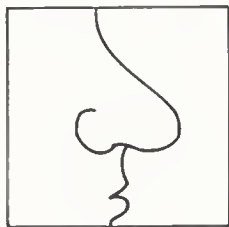
Beginning Consonant Sounds Mm, Nn, Pp

Directions: Say the sound the letters Mm, Nn, and Pp make. (Mm = muh, Nn = nuh, Pp = puh). Color the picture if its beginning sound matches the letter.

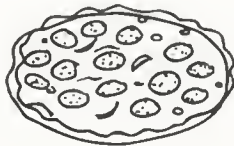
Mm



Nn



Pp

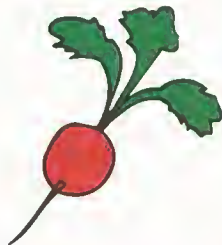


Beginning Consonant Sounds Qq, Rr, Ss

Directions: Say the sound that the letters Qq, Rr, Ss make.

(Qq = quh, Rr = ruh, Ss = sss.) Draw a line from each picture to its matching letter.

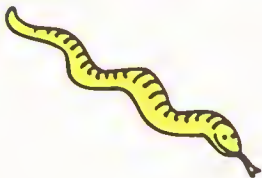
Qq



Rr



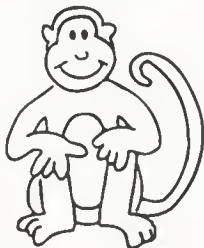
Ss



Beginning Consonant Sounds Tt, Vv, Ww

Directions: Say the sound that the letters Tt, Vv, Ww make. (T t= tuh, Vv = vuh, Ww = wuh.) Color each picture if it has the same beginning sound as the letter.

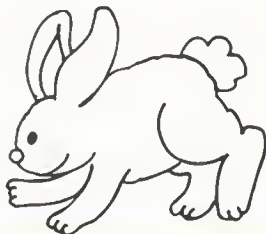
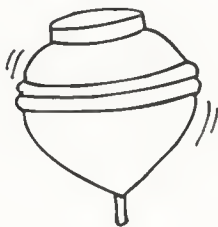
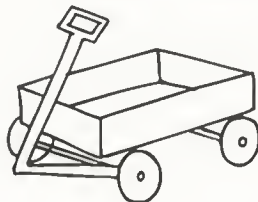
T t



V v



W w

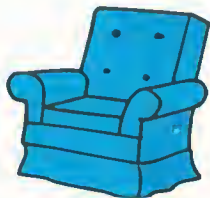
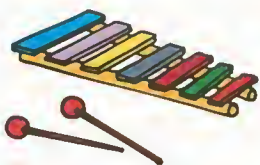




Beginning Consonant Sounds Xx, Yy, Zz

Directions: Say the sound that the letters Xx, Yy, Zz make. (Xx = zuh, as in xylophone; Yy = yuh; Zz = zuh. Sometimes Xx says its own name, as in xray.) Draw a circle around each picture if its beginning sound matches the letter.

Xx



Yy



Zz





Review

Directions: Look at each picture. Say its name. Write the lower case letter for the beginning sound in each picture.













































Beginning Short Vowel Sounds: A

Directions: Say the sound for the letter Aa. (The short vowel sound for Aa is heard at the beginning of the word alligator.) Color the pictures that begin with the short vowel sound.

Aa





Beginning Short Vowel Sounds: Ee

Directions: Say the short vowel sound for the letter Ee. (It makes the same sound as the “e” in the word egg.) Look at the pictures. Color the pictures if they begin with the sound of the short vowel Ee.





Beginning Short Vowel Sounds: li

Directions: Say the short vowel sound for the letter li. (The short vowel sound for the letter li sounds like the "l" in Indian.) Look at the pictures. Color the pictures that begin with the short vowel sound of li.





Beginning Short Vowel Sounds: Oo

Directions: Say the short vowel sound for Oo. (It makes the same sound as the "O" in Oscar.) Look at the pictures. Color the pictures that begin with the sound of Oo.





Beginning Short Vowel Sounds: Uu

Directions: 1) Say the sound for the letter Uu. (It makes the same sound as the "u" in umbrella.) 2) Look at the pictures and say each word. 3) Draw pictures of your uncle, something that goes up and an umbrella.

uncle



Uu

up



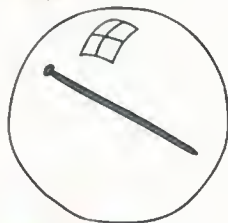
umbrella





Middle Sounds With Short Vowels

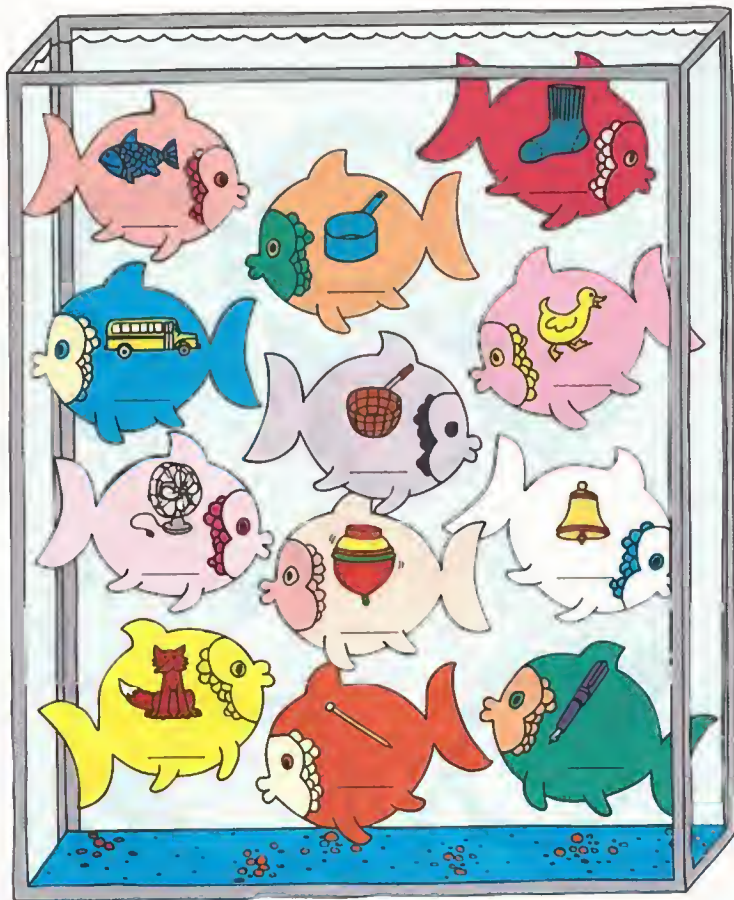
Directions: Say the name of each picture. Listen for the middle sound. Draw a line between the picture and its matching letter.





Middle Sounds: Short Vowel Sounds

Directions: Look at the pictures. Write the letter for the sound you hear in the middle of the word.





Review

Directions: 1) Look at each picture and say its name. 2) Write the beginning or middle vowel sound that you hear. 3) If you hear the sound at the beginning of the word, color the picture blue. 4) If you hear the sound in the middle of the word, color the picture yellow.



Words With Short Vowel Aa

Directions: Read the words. Draw a line from the picture to its matching word.





Words With Short Vowel Ee

Directions: Read the words. Circle the picture whose sound has short vowel e.

net



fence



bell



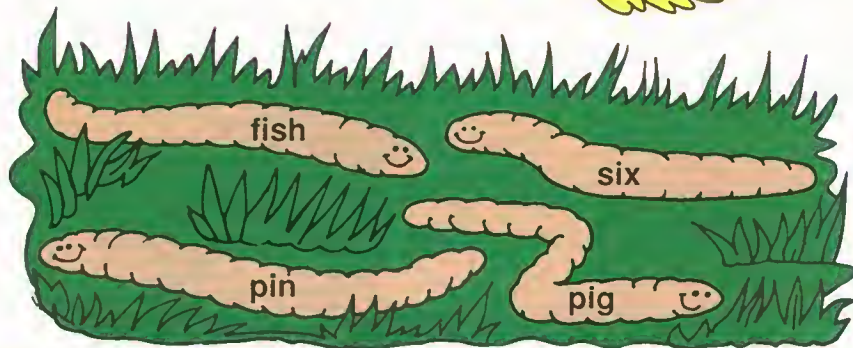
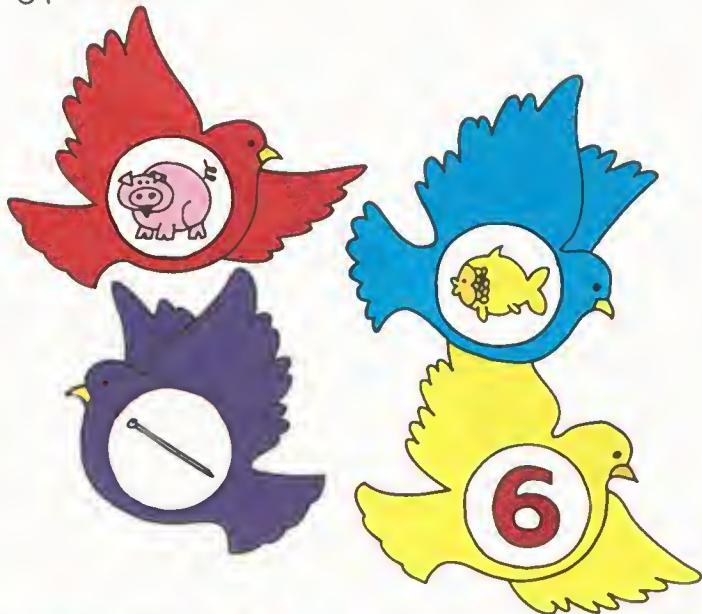
ten





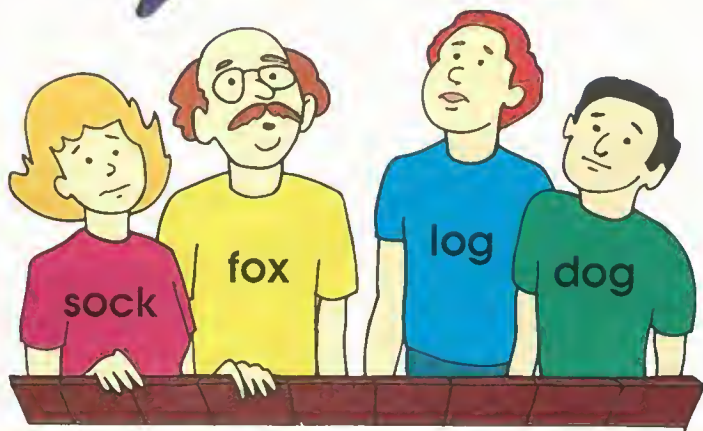
Words With Short Vowel i

Directions: Read the words. Draw a line from each word to its matching picture.



Words With Short Vowel Oo

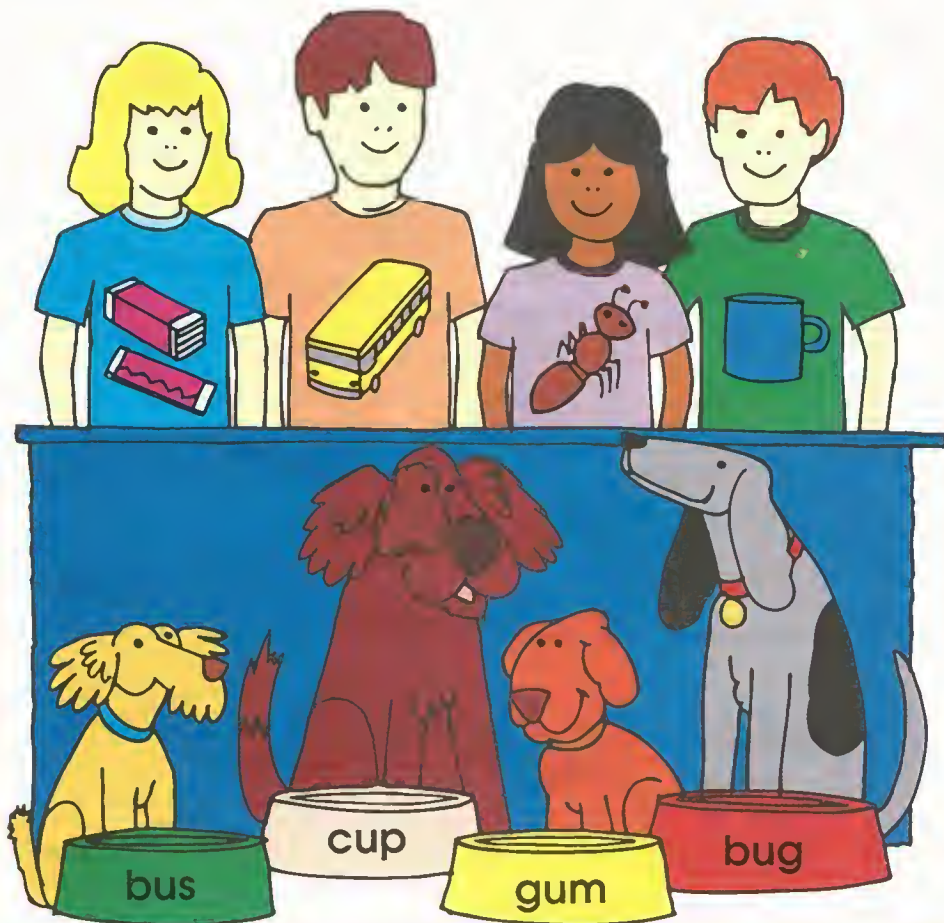
Directions: Look at the pictures and read the words. Draw a line from each picture to the word that describes it.





Words With Short Vowel Uu

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.





Review

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.





Which Are Opposites?

Directions: Draw a line between the opposites.



boy



under



over



sad



in



girl



happy



out

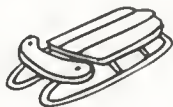


What Belongs?

Directions: Color the pictures in each row that belong together. Draw an **X** through the one that does not belong.



snowman



sled



skates



ball



dog



jar



rabbit



cat



book



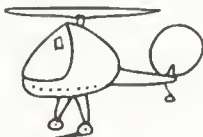
shoe



sock



boot



helicopter



plane



tree

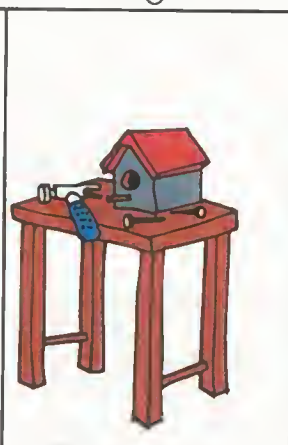


balloon



What Comes Before?

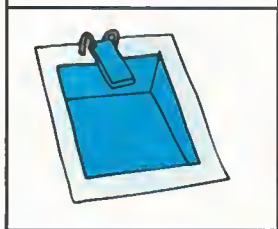
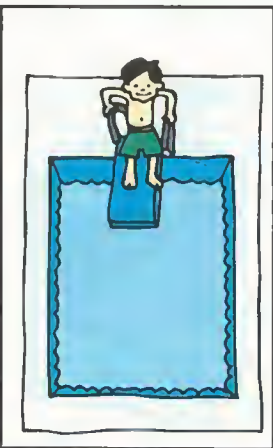
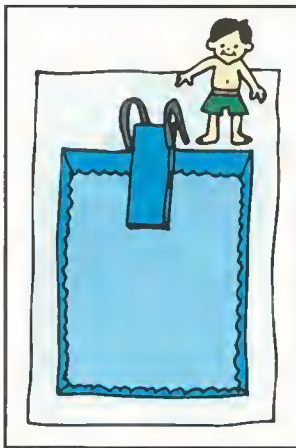
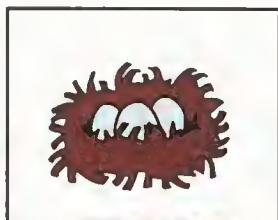
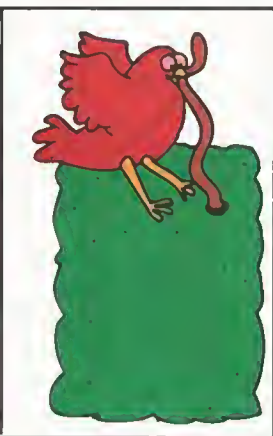
Directions: Draw a circle around the small picture that shows what happened right before the pictures in the big boxes.





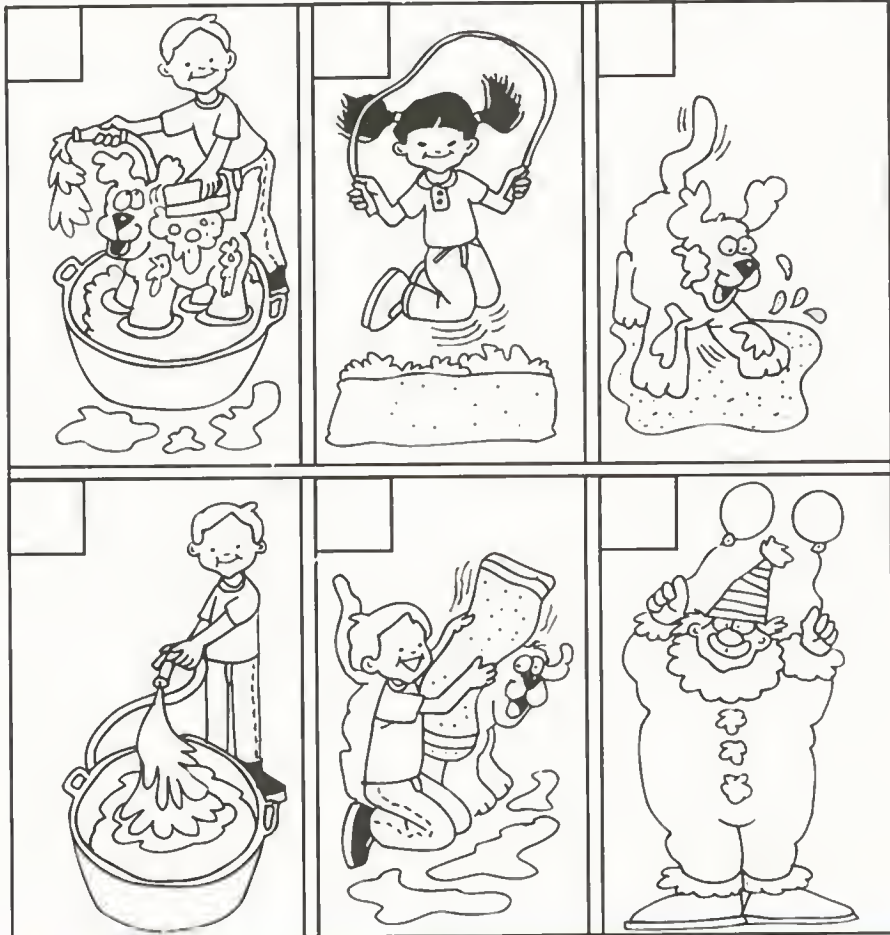
What Comes After?

Directions: Look at the large pictures. Draw a circle around the small picture that shows what would happen next.



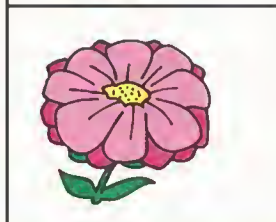
Story Order

Directions: Find the four pictures that tell a story. Color them. Write numbers in the boxes to show the order they belong in.



Story Sense

Directions: Look at the large pictures. Draw a circle around the small box that shows what is more likely to happen next.





Review

Directions: Draw lines to match the opposites.



big



hot



open



up



cold



down



little

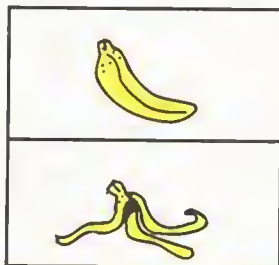


closed

Directions: Cross out the picture that doesn't belong.

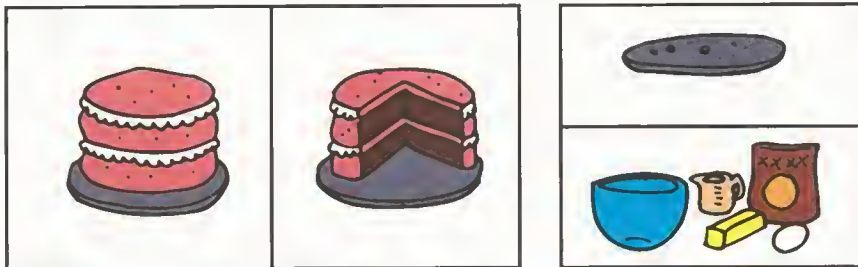


Directions: Circle the picture that shows what comes before.

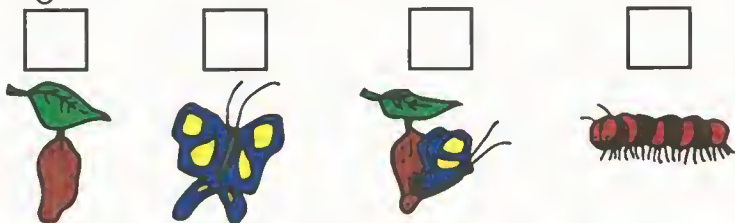


Review

Directions: Circle the picture that shows what comes after.



Directions: Write numbers in the boxes to show what order they belong in.

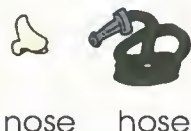
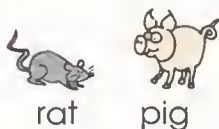
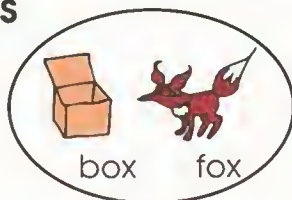


Directions: Circle the picture that shows what is likely to happen next.



Rhyming Pairs

Directions: Circle the pairs that rhyme.
(Words with the same ending sounds.)



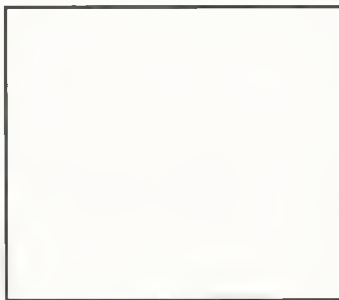


Rhyming Game

Directions: Think of a word that rhymes with the word given.
Draw a picture. Write the word.

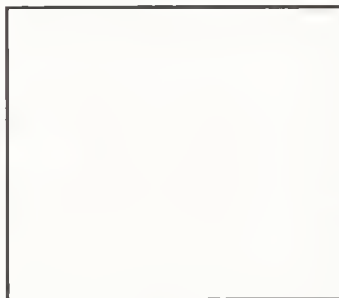


cat



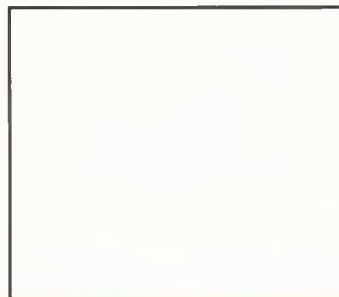


pan





bug





Beginning Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in that row beginning with the same sound.





Words That Start With L

Directions: Color the picture in each box that starts like **lamb**.



More Beginning Sounds

Directions: Look at the pictures. Say their names. Draw a line between pictures beginning with the same sound.



bee



door



pillow



turtle



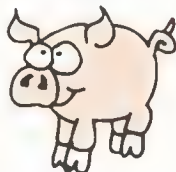
drum



bug



top



pig



Words That Begin With r

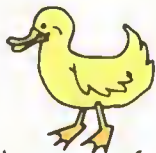
Directions: Color the picture. Circle the six things that start with the sound of the letter r.





Beginning Sounds

Directions: Look at each picture. Say its name. Circle the letter the word begins with.



d f



g s



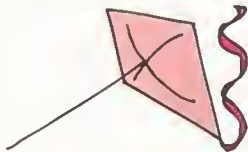
d m



r n



m f



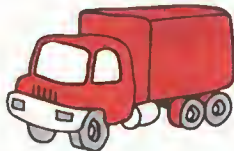
k b



l h



s w



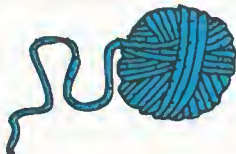
t k



n d



l p



y w



Review

Directions: Circle the pairs that start with the same letter.





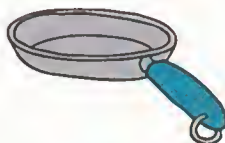
Words With a

Directions: Write the letter **a** to finish each word. Draw a line to match the word and its picture.

b by



c t



m p



b ll



p n



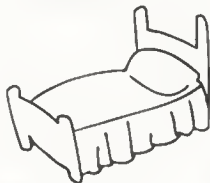


Words With e

Directions: Color the pictures. Say the name of each picture. Write the letter **e** to finish each word.



n t



b d



b ll



p n



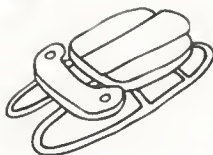
j t



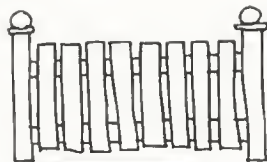
h n



t n



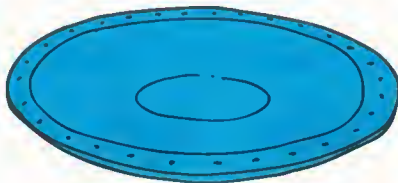
s l d



f nce

Words With i

Directions: Say the name of each picture. Draw lines from the dish to the pictures with the same middle sound.



Directions: Write the letter i to finish each word. Say the words.

f

sh

p

g

p

n



Words With o

Directions: Write the letter **o** to finish each word. Say the word.

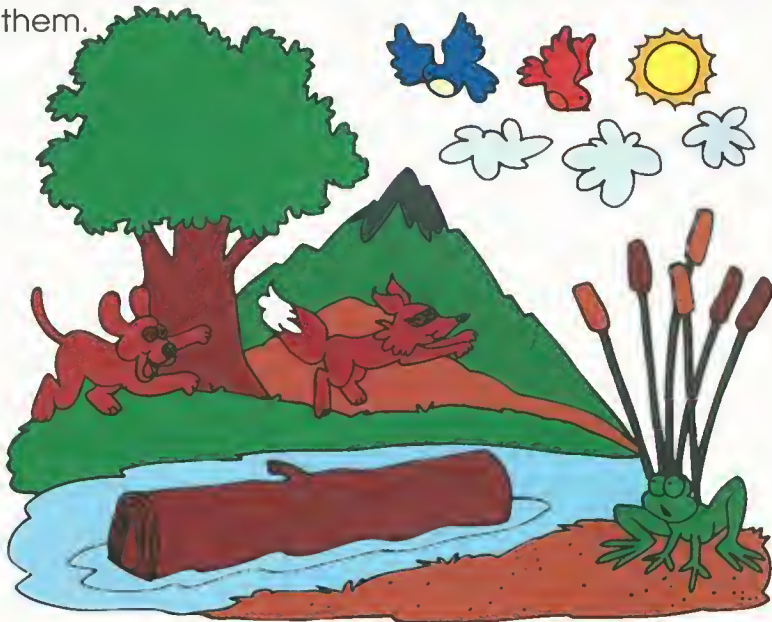
f x

l g

d g

fr g

Directions: Find the pictures of the words you just wrote and circle them.

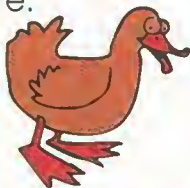




Words With u

Directions: Write the letter **u** to finish each word. Say the word.
Draw a line to match each word with its picture.

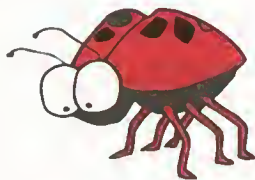
g m



b s



c p



d ck



b g





Middle Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in that row that have the same middle sound.



Middle Sounds

Directions: Look at the picture. Say its name. Draw a line to the letter that makes its middle sound.

a



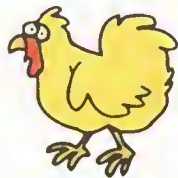
e



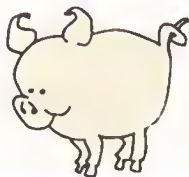
i



o



u





Review

Directions: Trace the letters.

1 2
b

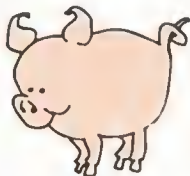
2
p

2
g

c

2
n

Directions: Say the name of each picture. Write the correct letter to finish each word.



b

ll

p

g

c

p



b

d

d

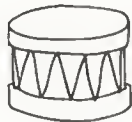
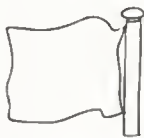
g

p

n

Ending Sounds

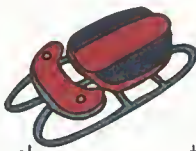








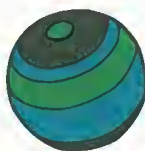
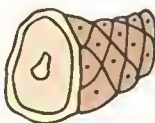

Directions: Look at the picture in each box. Say its name. Color the pictures in each row that end with the same sound.





Ending Sounds





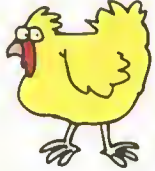







Directions: Look at the picture in each box. Say its name. Circle the letter that the word ends with.

 d t	 b p	 x s
 n m	 g f	 s b
 r t	 d r	 g v
 l p	 k m	 t n



Word Families

Directions: Say the name of the picture in the box. Color the pictures in each row that have the same ending sound.



Words That End With an

Directions: Say the name of each picture. Draw a line to match each picture with its word. Write the missing letter.

f n

c n

p n



Directions: Can you write the word that matches this picture?

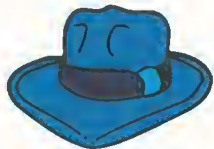




Words That End With at

Directions: Say the name of the picture. Write the missing letters.

h t



Directions: Write these words that end the same as hat.



Directions: Can you think of another word that sounds like hat? Write the word. Draw the picture.



Review

Directions: Trace the words.

hat pen bag

Directions: Look at each picture. Say the word. Pick a word from the top with the same ending as the word in the picture. Write the words to finish the sentences.

The _____ is _____.



The _____ is _____.



The _____ is _____.



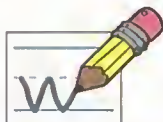
Beginning Consonant Ff

Find the number on the firefighter's truck.



F f firefighter

Directions: Say each picture name. If the picture name begins with the same sound as **firefighter**, color the space.



Would you like to be a firefighter? Why or why not?

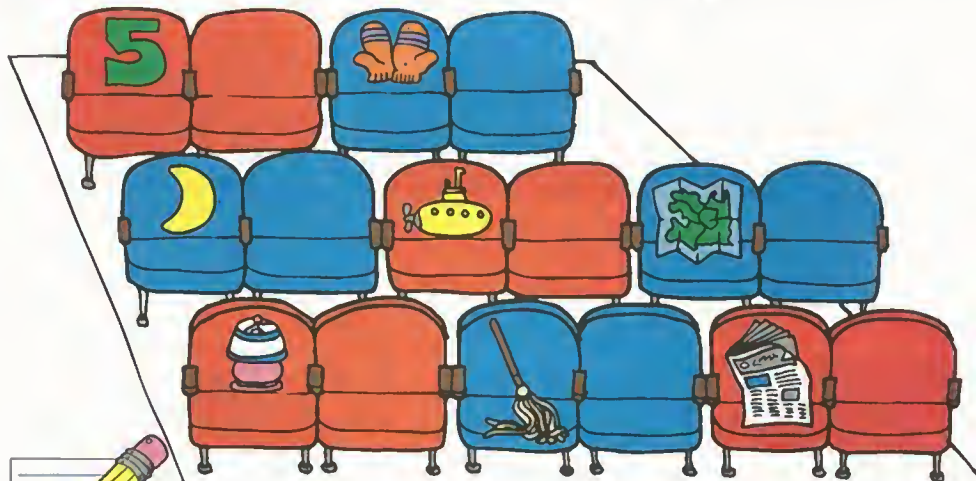
Beginning Consonant Mm

How many monkeys meat at the movie?



M m monkeys

Directions: Cut out the pictures at the bottom. Paste them beside things in the picture whose names begin with the same sound as **monkeys**.

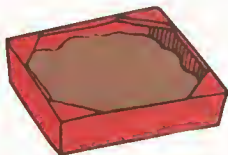


Will the monkeys misbehave at the movie?
What kind of mischief might they make?



Beginning Consonant Ss

On sunny days, Sumi plays in her sandbox.



S s sandbox

Directions: Sumi only plays with things that begin with the same sound as **sandbox**. Say the picture names. Draw a line from Sumi to each picture whose name begins with the same sound as **sandbox**.



What do you like to do on sunny days?



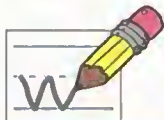
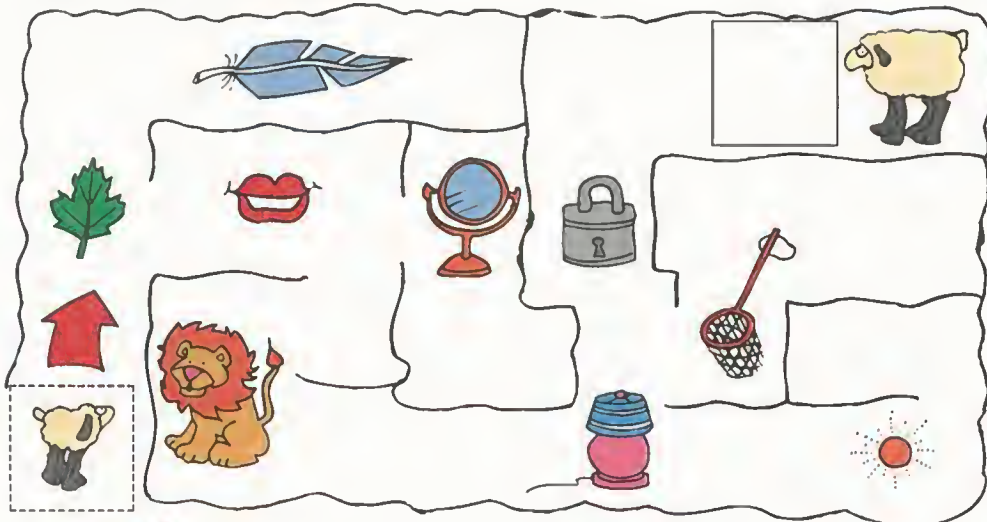
Beginning Consonant L

Help the little lost lamb find its mother.



L I **lamb**

Directions: Cut out the picture of the lamb at the bottom. Use the picture to follow the path to its mother. Each time you pass a picture whose name begins with the same sound as **lamb**, mark an **L** on it. When you are through, paste the baby next to its mother.



A lamb's parents are called sheep. List the names of other animal babies and their parents.

Beginning Consonant Nn

Can you make a necklace out of nuts?



N n necklace

Directions: Say the picture name on each nut on the necklace. If the picture name begins with the same sound as **necklace**, color the nut.



Explain how to make something using things found in nature.
Be sure the steps are in the right order.



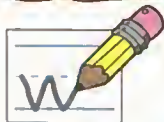
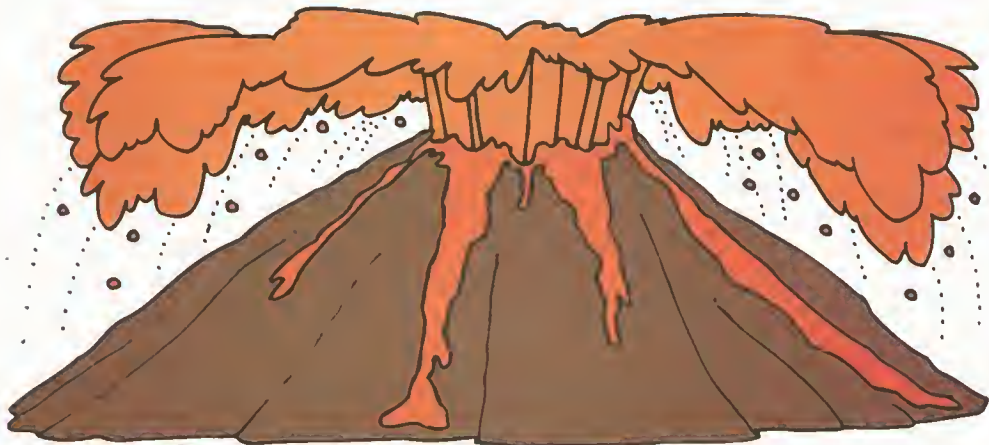
Beginning Consonant Vv

Look out! The volcano is ready to erupt!



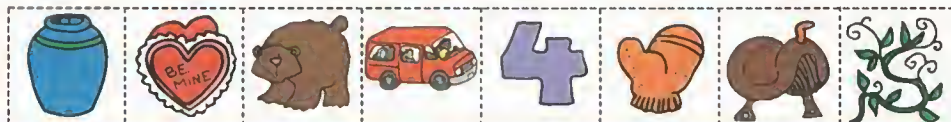
V v volcano

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **volcano**, paste it on the volcano.



What do you know about volcanoes?

What would you like to find out about volcanoes?





Beginning Consonant Bb

You can keep buns in a basket.



B b **basket**

Directions: Look at the pictures that show how baskets can be used. Say each picture name. If the picture name begins with the same sound as **buns** and **basket**, color it.



Think of other ways to use baskets.
Your ideas can be silly or sensible.



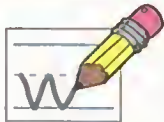
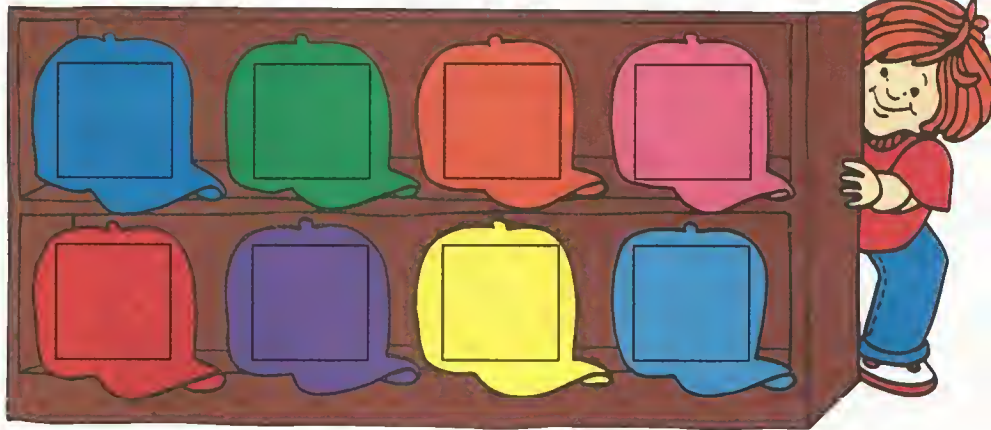
Beginning Consonant Cc

Carla is looking for a team cap.



C c cap

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **cap**, paste it on a cap.

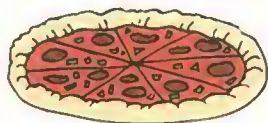


If you could meet your favorite team player, what would you ask him or her?



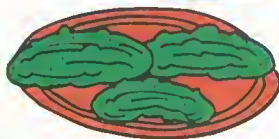
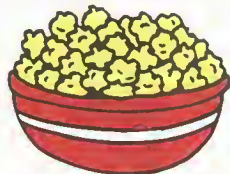
Beginning Consonant Pp

Come to Pete's pizza party!



P p pizza

Directions: Pete is so picky he only serves foods whose names begin with the same sound as **pizza** at his party. What else does Pete serve? Say the picture names. Draw a line from Pete to each picture whose name begins with the same sound as **pizza**.



What foods would you serve at a party? Plan a menu.
Ask if you can use the menu for your next birthday party.



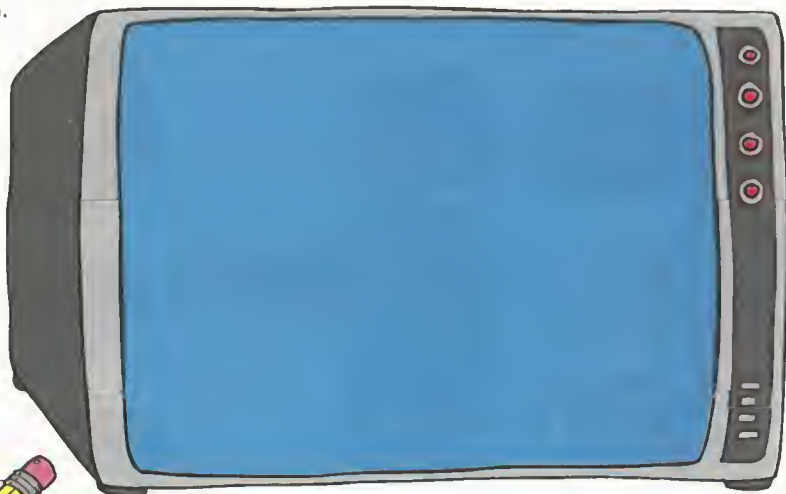
Beginning Consonant Tt

Tune in to your favorite television show.



T t television

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **television**, paste it on the television.



What do you think of this?

Children should only watch television one hour a week.





Beginning Consonant Gg

What gift did the girl get?



G g gift

Directions: Say each picture name. Color the space if the picture name begins with the same sound as **gift**.



















What will the girl say when she opens her gift?



Reviewing Beginning Consonants

Directions: Say each picture name. Circle the letter that stands for the beginning sound.

 <p>p m n</p>	 <p>v t s</p>	 <p>f g p</p>	 <p>b t l</p>
 <p>s c p</p>	 <p>l p b</p>	 <p>m g v</p>	 <p>g p n</p>
 <p>m p n</p>	 <p>t g p</p>	 <p>f n v</p>	 <p>f l t</p>
 <p>g f c</p>	 <p>p b f</p>	 <p>v l t</p>	 <p>s l c</p>



Short Vowel a

How many people can fit in a van?



van

Directions: Short **a** is the sound you hear in the middle of the word **van**. Pretend your finger is a van at the top of the hill. Smoothly move your finger down the hill as you blend the letter sounds to read each word. Then write the word on the line.

g



a

s

m



a

p

Directions: Write the word from above that names each picture.











Short Vowel i

This pig likes to dig and dig.



pig

Directions: Short i is the sound you hear in the middle of the word **pig**. Say each picture name. Write i if you hear the short i sound.

 ch ck	 p n	 g ft
 f n	 b ke	 w g

Directions: Circle the word that names each picture.

big fit bib

pan pig pin



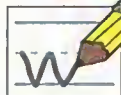
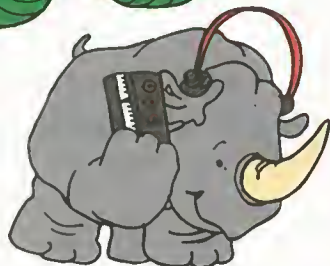
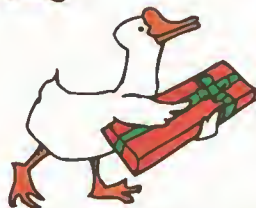
Beginning Consonant Rr

Welcome to the remarkable animal ranch.
Look! There's a rabbit racing on roller skates!



R r rabbit

Directions: Say the picture name of each remarkable animal. If the picture name begins like **rabbit**, mark an **r** it.



Write a comic strip about the remarkable animal ranch.



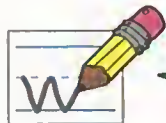
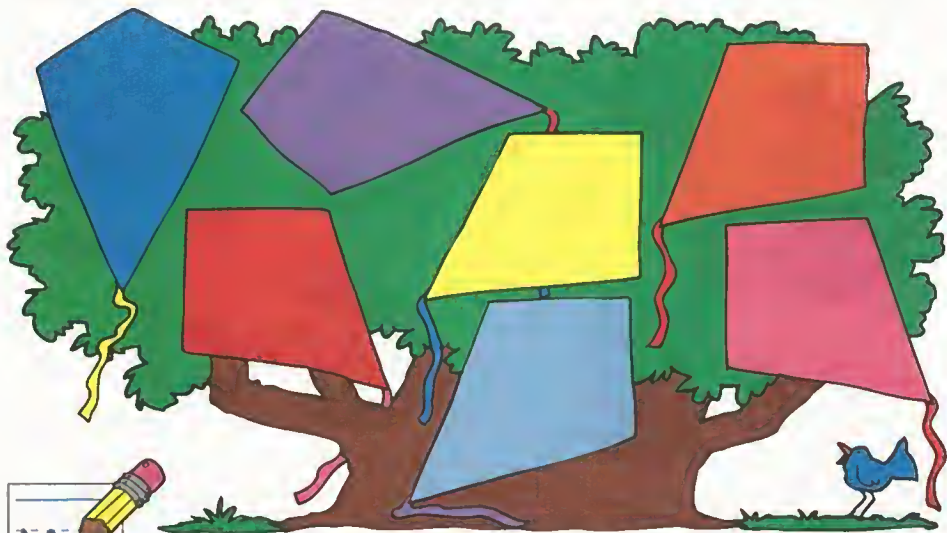
Beginning Consonant Kk

Look at the kites in the big tree!



K k kite

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **kite**, paste it on a kite in the tree.



If your kite were up high in a tree, how would you get it down?





Beginning Consonant Jj

Jack put too much junk in his jeep.



J j jeep

Directions: Say the picture name for each piece of junk in Jack's jeep. If the picture name begins with the same sound as **jeep**, mark a **j** on it.



Finish this sentence: I have too much junk in my _____, but
_____.



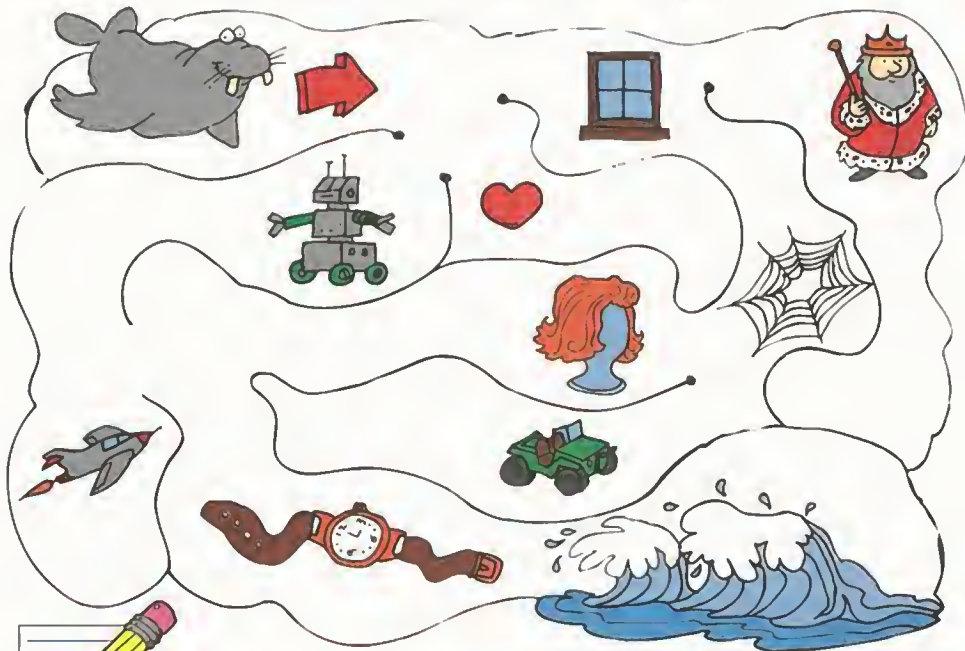
Beginning Consonant Ww

Winnie Walrus wants to play in the waves.



W w walrus

Directions: Help Winnie get to the ocean water. Follow the path with the pictures whose names begin with the same sound as **walrus**.



Write about an adventure Winnie has in the ocean.



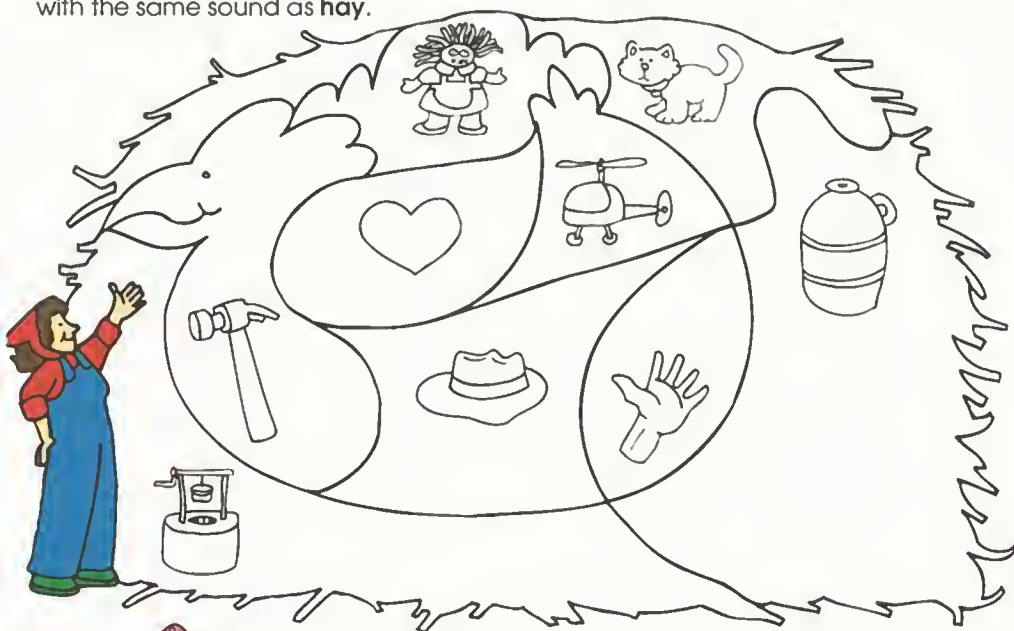
Beginning Consonant Hh

Who is hiding in the farmer's hay?



H h hay

Directions: Say each picture name. Color the space if the picture name begins with the same sound as **hay**.



Imagine you are a farmer. What is your farm like?
What do you do for fun?



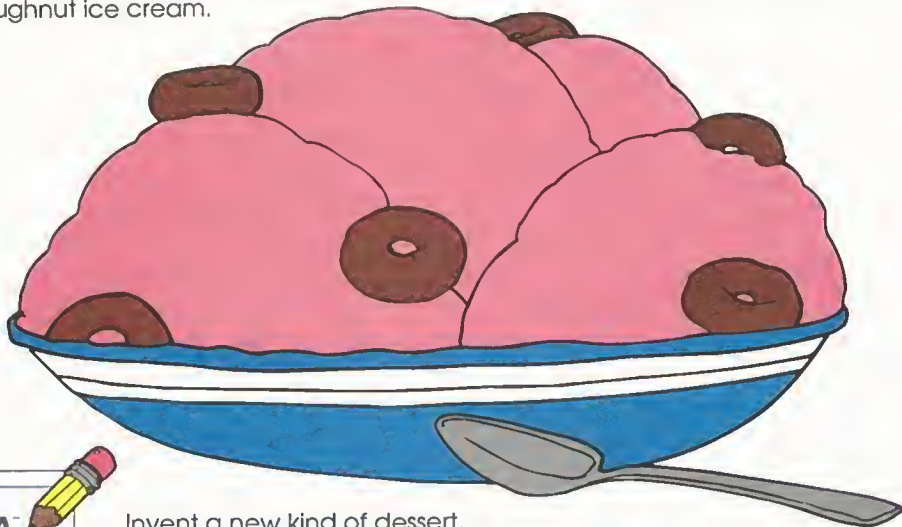
Beginning Consonant Dd

Doughnut ice cream is my favorite dessert!



D d doughnuts

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **doughnuts**, paste it on the dish of doughnut ice cream.



Invent a new kind of dessert.
Draw a picture to go with your writing.





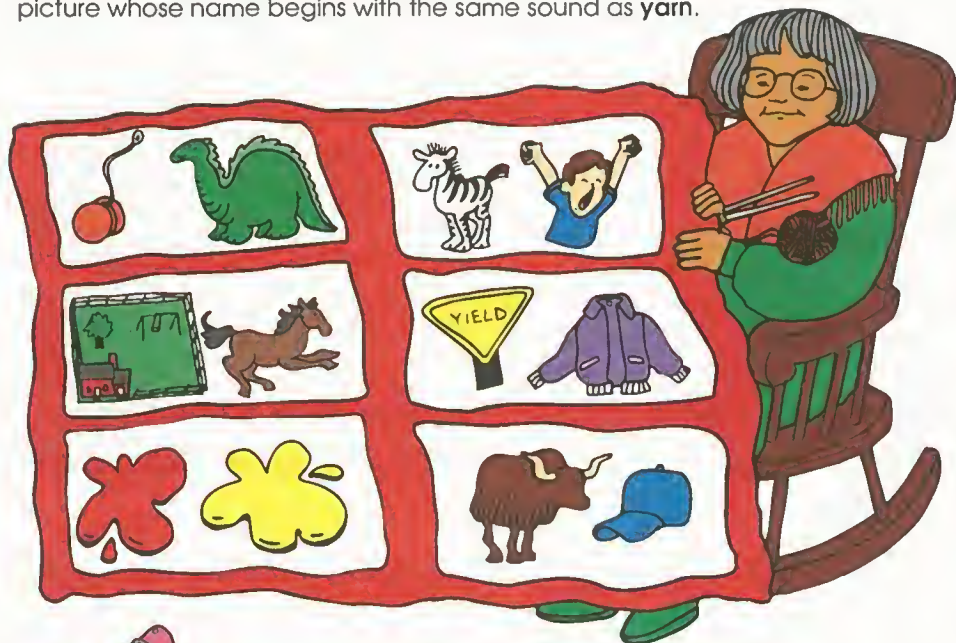
Beginning Consonant Yy

Yuriko knits a yarn blanket for her great grandson.



Y y yarn

Directions: Say the picture names in each square on Yuriko's blanket. Circle the picture whose name begins with the same sound as **yarn**.



Write about something special that someone made for you.



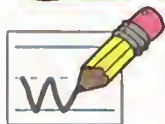
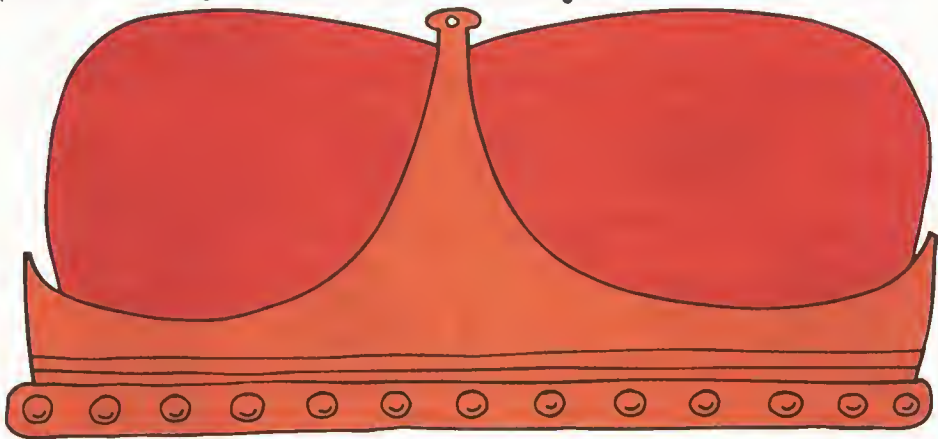
Beginning Sounds Qu/qu

How quickly can you decorate the queen's crown?



Qu qu queen

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sounds as queen, paste it on her crown.



If you could be queen or king of the world for a day, what would you do?





Beginning Consonant Zz

Step inside the zany zoo!



Z z zoo

Directions: Circle three zany pictures whose names begin with the same sound as zoo.



What else might you see in a zany zoo?



Ending Consonant x

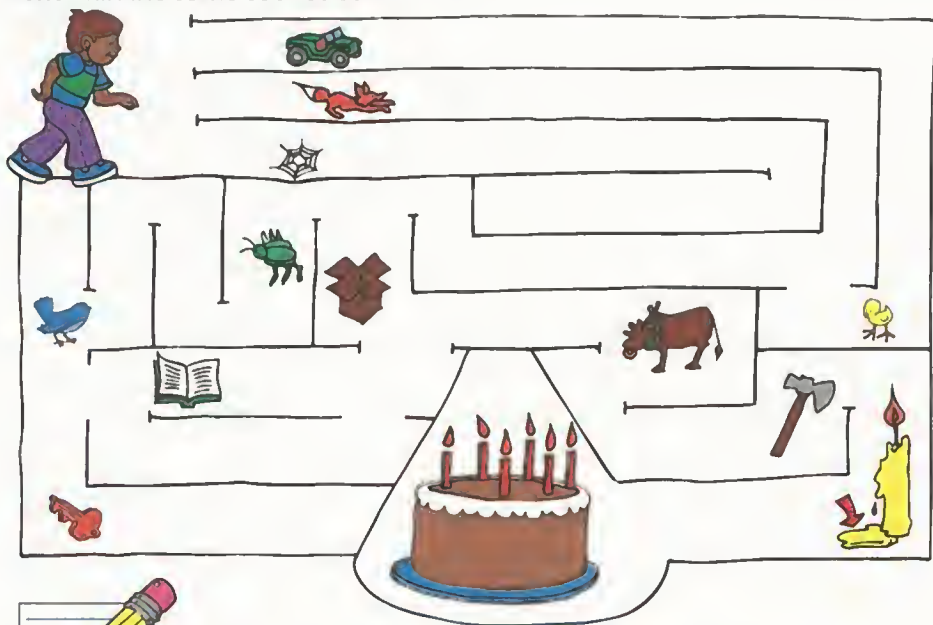
Rex is six today.

6

X x

six

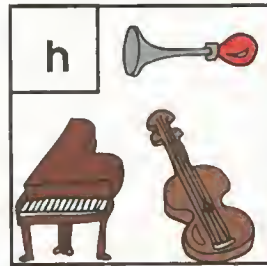
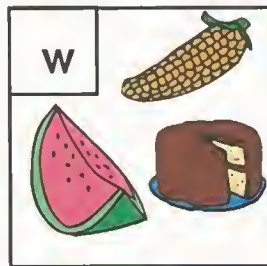
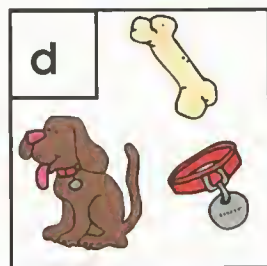
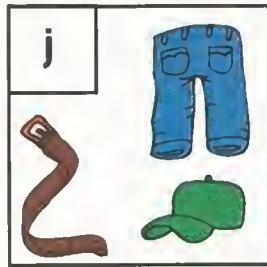
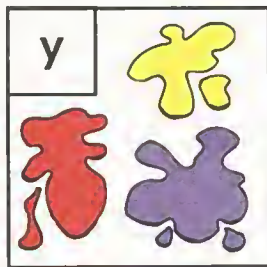
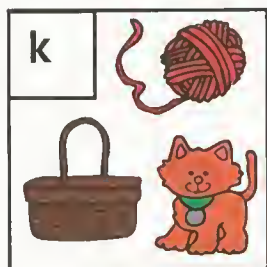
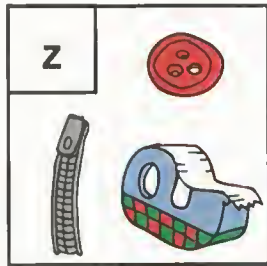
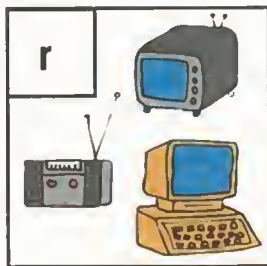
Directions: The word **six** ends with the sounds that the letter **x** stands for. Help Rex get to his birthday cake. Follow the path with the pictures whose names end with the same sounds as **six**.



What do you think of this? Six is the best age of all!

Reviewing Beginning Consonants

Directions: Look at the letters in the boxes. Then say each picture name. Draw a line from the letter to the picture whose name begins with the sound that the letter stands for.






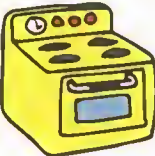
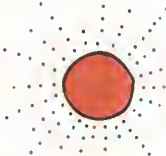









Ending Consonants

Directions: Say each picture name. Fill in the circle next to the letter that stands for the last sound.

Example:



- ☒ p
☐ d
☐ m




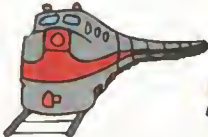








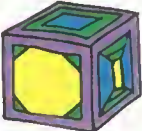







 <p> <input type="radio"/> l <input type="radio"/> d <input type="radio"/> t </p>	 <p> <input type="radio"/> x <input type="radio"/> v <input type="radio"/> d </p>	 <p> <input type="radio"/> f <input type="radio"/> x <input type="radio"/> n </p>
 <p> <input type="radio"/> l <input type="radio"/> b <input type="radio"/> n </p>	 <p> <input type="radio"/> m <input type="radio"/> f <input type="radio"/> s </p>	 <p> <input type="radio"/> g <input type="radio"/> f <input type="radio"/> x </p>
 <p> <input type="radio"/> s <input type="radio"/> v <input type="radio"/> m </p>	 <p> <input type="radio"/> x <input type="radio"/> m <input type="radio"/> t </p>	 <p> <input type="radio"/> n <input type="radio"/> p <input type="radio"/> b </p>
 <p> <input type="radio"/> s <input type="radio"/> p <input type="radio"/> f </p>	 <p> <input type="radio"/> n <input type="radio"/> d <input type="radio"/> b </p>	 <p> <input type="radio"/> g <input type="radio"/> t <input type="radio"/> b </p>

Consonant Blends

The frog stopped on the plant.



Directions: The sounds you hear at the beginning of **f**rog, **s**topped, and **pl**ant are consonant blends. Say the name of the first picture in each row. Circle each picture in the row whose name begins with the same blend.

 <u>f</u> ruit				
 <u>s</u> tar				
 <u>pl</u> ant				
 <u>cl</u> ock				



Short Vowel o

The fox hops over the log.



log

Directions: Short **o** is the sound you hear in the middle of the word **log**. Look at the picture. Read the sentence and circle the word that completes it. Then write the word on the line.



Don and Todd sit on the _____.

cot
cat
got



Tom got a tan _____.

dig
dog
jog



A top is in the big _____.

fox
box
fog



Mom has the hot _____.

pot
pat
pop



Dot's job is to _____.

mat
mop
mob



Short Vowel u

Would you like to hug the pup?



pup

Directions: Short u is the sound you hear in the middle of the word **pup**.
Underline the sentence that tells about each picture.



The gum is on the rug.

The pup jumps in the tub.



Bud will run to the bus.

The cub is in the sun.



Short Vowel e

The little spider left its web.



web

Directions: Short **e** is the sound you hear in the middle of the word **web**. Circle the word that will complete each sentence. Read the sentence again to be sure that it makes sense. Then write the word on the line.

1. Peg will get in _____ . bed web hen

2. Ed fed his _____ . peg pot pet

3. A red hen is in a _____ . pen peg pep

4. Bev has a wet _____ . let leg led

5. The ten men get on the _____ . jet met bet

6. Chet sat on the top _____ . pep stop step

7. Get the bug in the _____ . not net nut



Sound Pattern -an



Can you make a fan?

fan

Directions: Say each picture name. Circle the word that names the picture. Write the word on the line.



can _____

fan _____

ran _____



can _____

tan _____

pan _____



pan _____

ran _____

man _____



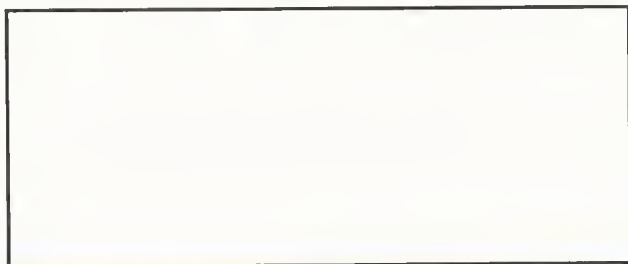
man _____

ran _____

van _____

Directions: Draw a picture to go with this sentence.

Dan has a tan van.





Sound Pattern -it

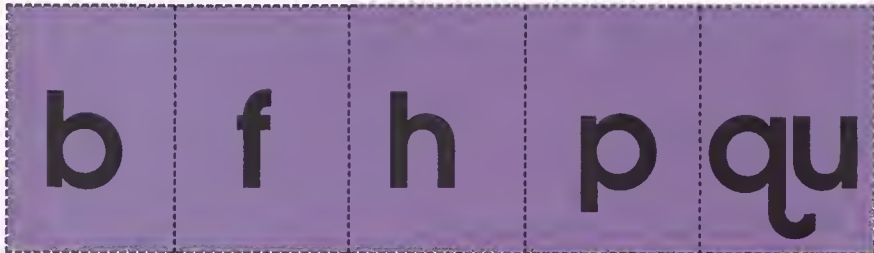
Kit will sit and read a little flip book.



sit

Directions: You can make a little flip book to help you read words. Cut out the cards. Put the big card with the word **sit** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

Your finished flip book will look like this:





Sound Pattern -og

Early in the morning, Bob feeds the hog.



hog

Directions: Read the rhyme to find out what Bob does next. Circle the word that completes each sentence. Then write the word on the line.



Every day Bob likes to _____.

jog
dog
fog



Can he see in all this _____?

hog
fog
fog



No, Bob trips on a fat _____.

dog
log
jog



But he gets help from his big _____!

hog
fog
dog



Sound Pattern -ub

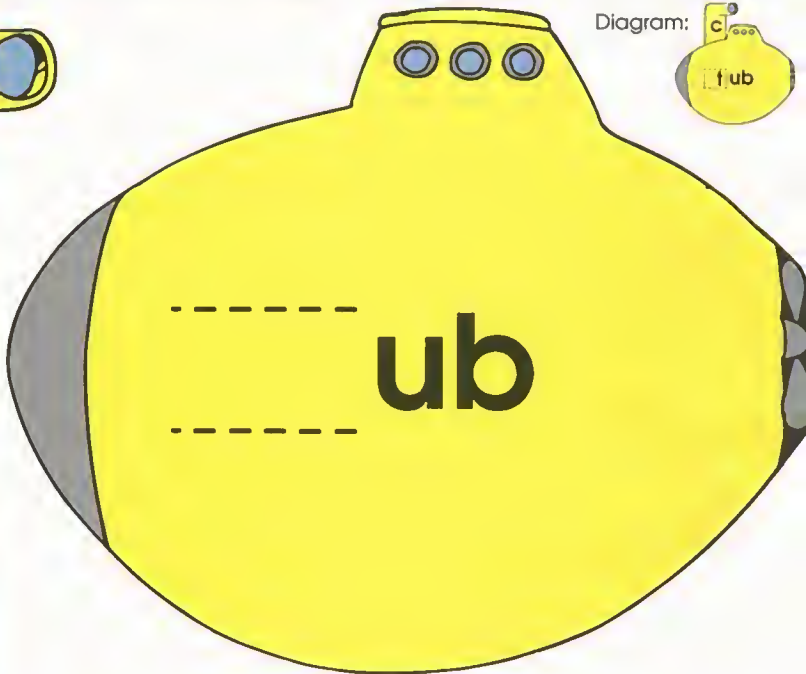
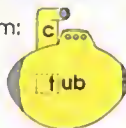
The sub is going under!



sub

Directions: Cut out the sub and the scope. Cut on the dotted lines to make slits. Slip the scope through the slits on the sub. Slide the scope and read each new word.

Diagram:





Sound Pattern -et

let

Directions: Look at the pictures. Read each sentence. Match the sentences with the pictures by drawing a line.



I want to hit the net!



I want a big, big pet!



I want to get real wet!



I want to fly a jet!



Long Vowel a

Can you play the train game on this tray?



train

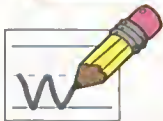


game



tray

Directions: Long **a** is the sound you hear in the words **train**, **game**, and **tray**. Say each picture name on the game. Circle the picture if you hear the long **a** sound.



Write rules for this train game.
Use your rules to play the game with a friend.

Long Vowel a

Directions: Say the name of each picture. Circle the letters that stand for the long a sound in the picture name. The first ones show you what to do.



vase



sail



pay



mail



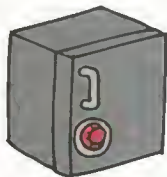
jay



cape



lake



safe



day



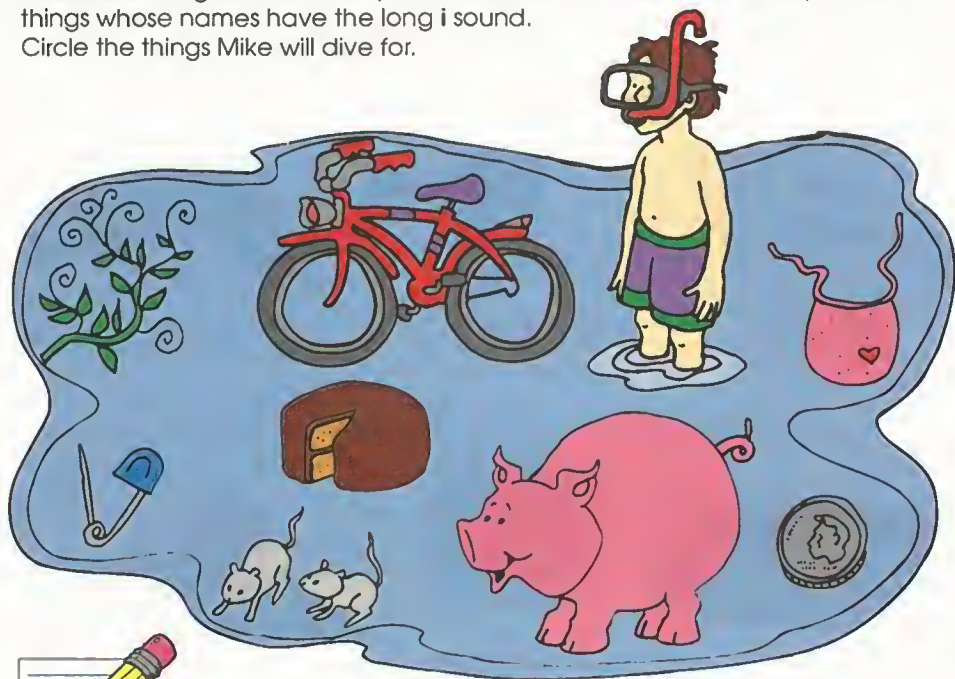
Long Vowel i

Mike will dive for a dime.



dime

Directions: Long i is the sound you hear in the word **dime**. Mike only dives for things whose names have the long i sound. Circle the things Mike will dive for.

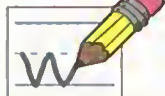
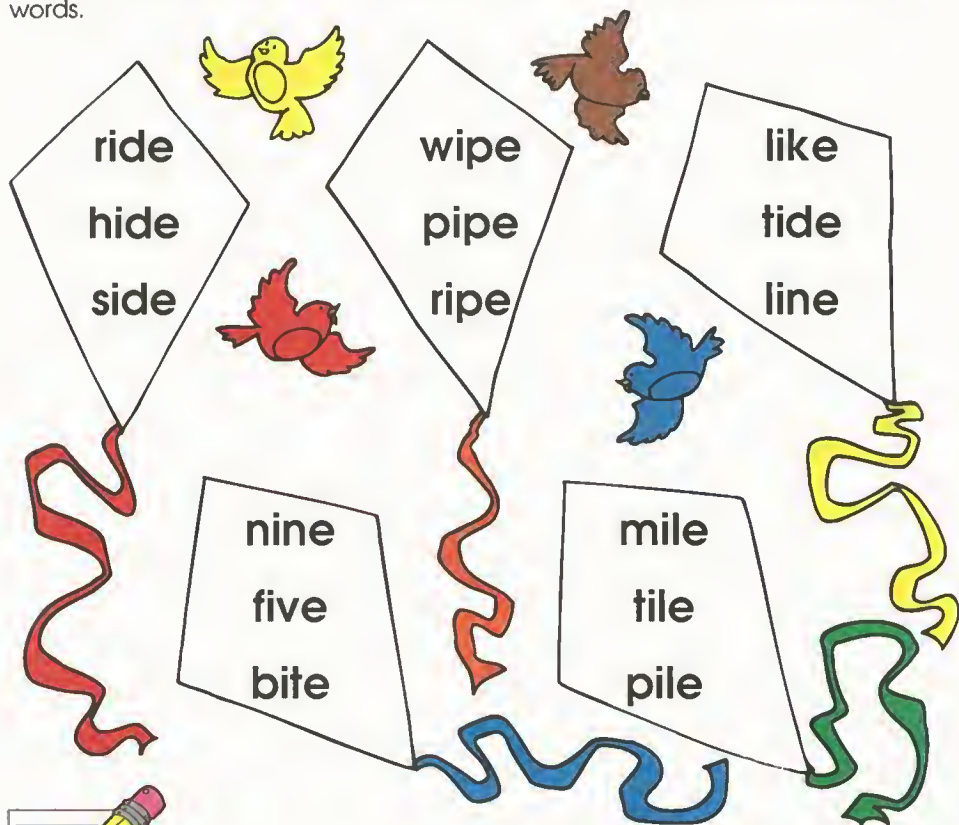


How does it feel when you dive underwater?



Long Vowel i

Directions: Words that have the same ending sounds are called rhyming words. Read the words on each kite. Color the kites that have three rhyming long i words.



Write a short rhyme using the words on one of the kites you colored.

Long Vowel o

Joan loads a rope on her boat.



rope



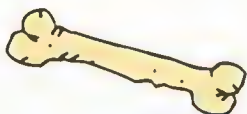
boat

Directions: Long **o** is the sound you hear in the words **rope** and **boat**. Joan only loads things on her boat whose names have the long **o** sound. Say the picture names. Draw a line from the boat to each picture whose name has the long **o** sound.



Long Vowel o

Directions: Say the name of each picture. Finish the name by writing **o** and **e** or **oa** when you hear the long **o** sound.



b n



t p



n n



f r g



c t



g t



f x



n s



g t



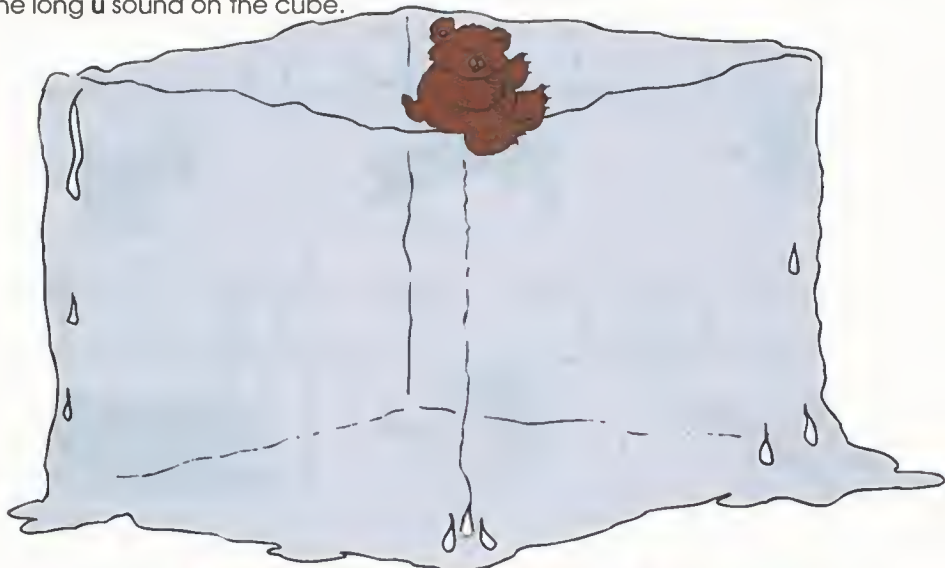
Long Vowel u

The cute cub sits on a cube.



cube

Directions: Long **u** is the sound you hear in the word **cube**. Cut out the pictures at the bottom. Say each picture name. Paste the pictures whose names have the long **u** sound on the cube.





Long Vowel u

Directions: Look at the pictures. Read the words. Draw a line from each word to the picture it tells about.

cute



cube



prune



tune



mule



huge



fuse



tube



June



dune



flute



rule





Long Vowel e

What does the team see in the tree?

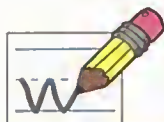
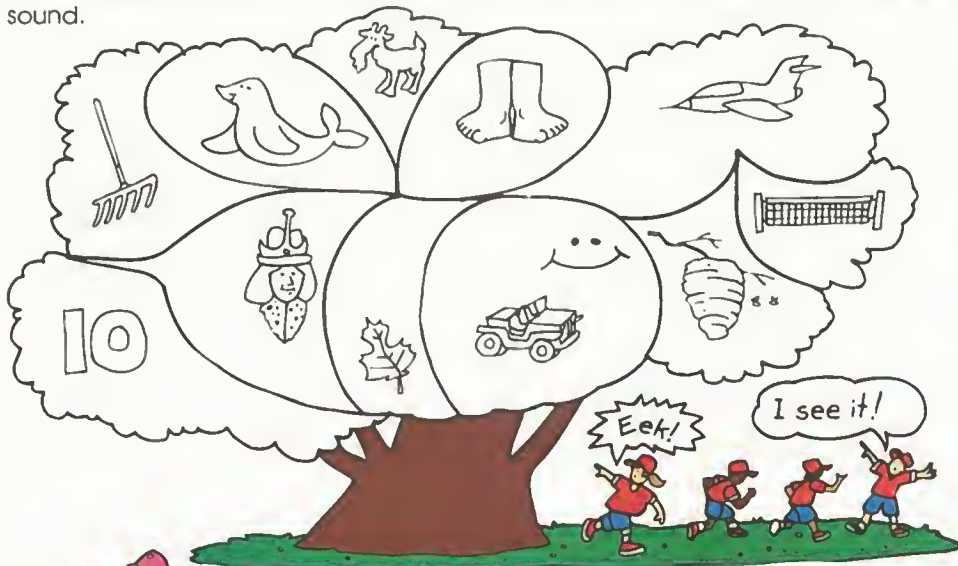


team



tree

Directions: Long **e** is the sound you hear in the words **team** and **tree**. Say each picture name on the tree. Color the space if the picture name has the long **e** sound.



Spiders, the dark, thunder ... Write about something in nature that frightens you. What might you do to be less afraid?



Long Vowel e

Directions: Read each sentence. Circle the word that completes each sentence. Write the word on the line.

1. We all help make the _____. **feet eat meal**

2. Dad heats the _____. **beef mean read**

3. Lee cleans the green _____. **beaks leak beans**

4. Mom has an orange to _____. **peas peel pails**

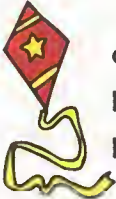









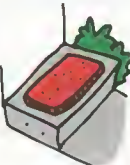





5. But where are the _____? **seeds seals leafs**

6. I will take a _____. **poke jeep peek**



Reviewing Short and Long Vowels

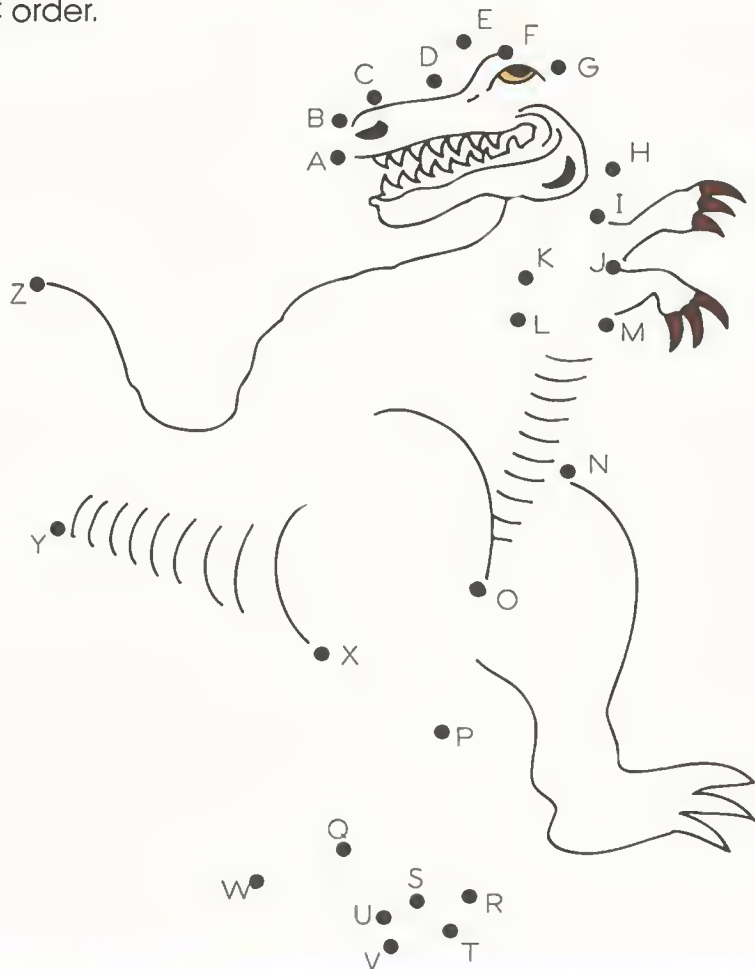
Directions: Say each picture name. Circle the correct word.

 <p>cone kit kite</p>	 <p>bed bead bike</p>	 <p>pain pail pal</p>	 <p>meal mug mule</p>
 <p>cone cot coat</p>	 <p>pine peek pin</p>	 <p>hay hail hat</p>	 <p>dig dog dune</p>
 <p>hot hose hive</p>	 <p>cup cute cave</p>	 <p>make mail mat</p>	 <p>feet fuse file</p>
 <p>tub tube tune</p>	 <p>jeep jet jam</p>	 <p>can came cane</p>	 <p>seal seat sail</p>



ABC Order

Directions: Draw a line to connect the dots. Follow the letters in **ABC** order.





abc Order

Directions: Draw a line to connect the dots. Follow the letters in **abc** order.





Beginning Consonants Bb, Cc, Dd, Ff

Beginning consonants make the sounds that come at the beginning of words. Consonants are the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Directions: Say the name of each letter. Say the sound each letter makes. Draw a circle around the letters that make the beginning sound for each picture. Say the name of someone you know whose name begins with each letter.



Bb



Cc



Dd



Ff



Bb Dd



Ff Cc



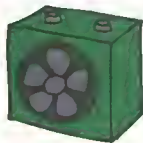
Cc Dd



Ff Bb



Bb Dd



Ff Cc



Cc Dd



Ff Bb



Beginning Consonants Gg, Hh, Jj, Kk

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Gg, Hh, Jj, and Kk.



Gg



Hh



Jj



Kk



K k

H h



G g

K k



G g

H h



J j

G g

Beginning Consonants Ll, Mm, Nn, Pp

Directions: Say the name of each letter. Say the sound each letter makes. Then, trace the letters. Now, draw a line from each letter to the picture which begins with the letter. After you finish, say the letters Ll, Mm, Nn, Pp again.



Ll



Mm



Nn



Pp

Ll



Mm



Nn



Pp





Beginning Consonants Qq, Rr, Ss, Tt

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace each letter in the boxes. Color the picture which begins with the sound of the letter.



Qq



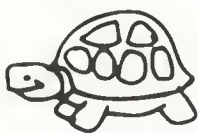
Rr



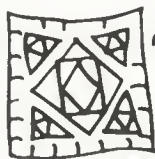
Ss



Tt



Tt



Qq



Rr



6



Ss



Beginning Consonants Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound the letter makes. Then, trace the letters. Now, draw a line from the letters that match the beginning sound in each picture.



Vv



Ww



Xx



Yy



Zz

V v

W w

X x

Y y

Z z

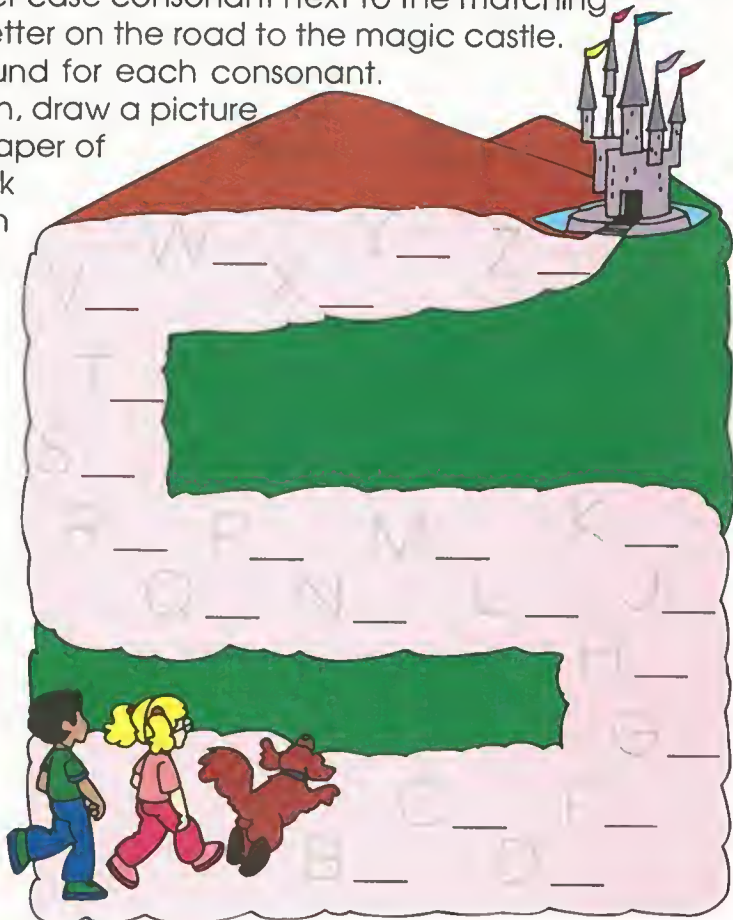




Review

Directions: Help Meg and Kent and their dog, Sam, get to the magic castle. Trace all of the letters of the alphabet. Then, write the lower case consonant next to the matching upper case letter on the road to the magic castle. Make the sound for each consonant.

After you finish, draw a picture on another paper of what you think Meg and Sam will find in the magic castle.





Ending Consonants b, d, f

Ending consonants are the sounds that come at the end of the words that are not the vowel sounds.

Directions: Say the name of each picture. Then, write b, d, or f to name the ending sound for each picture.



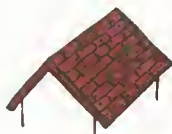
b



f



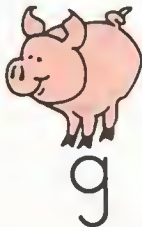
d



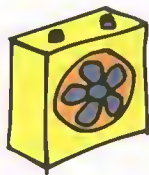


Ending Consonants g, m, n

Directions: Say the name of the picture. Draw a line from each letter to a picture which ends with the sound of that letter.



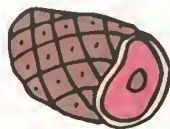
g



m



n

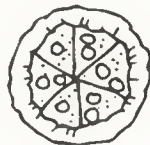




Ending Consonants k, l, p

Directions: Say the name of the pictures. Color the pictures in each row that end with the sound of the letter at the beginning of the row. Trace the letters.

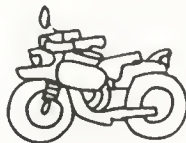
k



l



p





Ending Consonants r, s, t, x

Directions: Say the name of the picture. Then circle the ending sound for each picture.



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



Beginning and Ending Sounds Discrimination

Directions: Say the name of the picture. Draw a blue circle around the picture if it begins with the sound of the letter. Draw a green triangle around the picture if it ends with the sound of the letter.



w



l



m



k



n



u



t



s



z



Beginning and Ending Sounds Discrimination

Directions: Say the name of each picture. Draw a triangle around the letter that makes the beginning sound. Draw a square around the letter that makes the ending sound. Color the pictures.



o r t



f d w



v t b



x c r



t g d



d a k



l m h



x g r



p t v



Beginning and Ending Sounds Discrimination

Directions: Look at the example. Say the beginning and ending sounds for the word **pipe**. Write the letter that makes the beginning and ending sound for each picture.





Review

Directions: Say the name of each object which has a consonant near it. Color the object orange if it begins with the sound of the letter. Color the object purple if it ends with the sound of the letter.





Short Vowel Sounds

The short vowel sounds used in this book are found in the following words: ant, egg, igloo, on, up.

Directions: Say the name of each picture. The short vowel sound may be in the front of the word or in the middle of the word. Color the pictures in each row that have the correct short vowel sound.

a



e



i



o



u



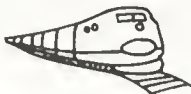


Long Vowel Sounds

Long vowel sounds say their own name. The following words have long vowel sounds: hay, me, pie, no, cute.

Directions: Say the name of each picture. Color the pictures in each row that have the correct long vowel sound.

a



e



i



o



u



Discrimination Of Short And Long Aa

Directions: Say the name of each picture. If it has the short a sound, color it red. If it has the long a sound, color it yellow.

aa



Discrimination Of Short And Long Ee

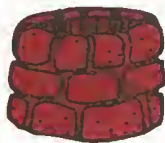
Directions: Say the name of each picture. Draw a circle around the pictures which have the short **e** sound. Draw a triangle around the pictures which have the long **ē** sound.



e



ē

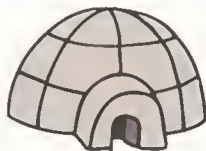


Discrimination Of Short And Long Ii.

Directions: Say the name of each picture. Color it yellow if it has the short i sound. Color it red if it has the long ī sound.



i



ī





Discrimination Of Short And Long Oo

Directions: Say the name of each picture. If the picture has a long o sound, write a green **L** in the space. If the picture has a short o sound, write a red **S** in the space.









Discrimination Of Short And Long Uu

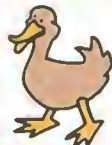
Directions: Say the name of the picture. If it has the long u sound, write a **u** in the unicorn column. If it has a short u sound, write a **u** in the umbrella column.















Short And Long Vowel Sounds

Directions: Say the name of the picture. Write the correct vowel on each line to finish the word. Color the short vowel pictures yellow. Circle the long vowel pictures.



j _____ g



t _____ pe



l _____ af



p _____ n



l _____ ck



c _____ t



c _____ be



b _____ ll



k _____ te



r _____ pe

ABC Order

Use the first letter of each word to put the words in alphabetical order.

Directions: Draw a circle around the first letter of each word. Then, put the words in **ABC** order.



car bird

bird



moon

2

two



nest



fan

car



card



dog



pig



bike



sun



pie

ABC Order

Directions: Circle the first letter of each animal's name. Write a 1, 2, 3, 4, 5, or 6 on the line next to the animals' names to put the words in **ABC** order.



skunk _____



dog _____



butterfly _____



zebra _____



tiger _____



fish _____

The Super E

When you add an **e** to some words, the vowel changes from a short vowel sound to a long vowel sound.

Example: rip + e = ripe.



Directions: Say the word under the first picture in each pair. Then, add an **e** to the word under the matching picture. Say the new word.



pet



tub



man



kit



pin



cap



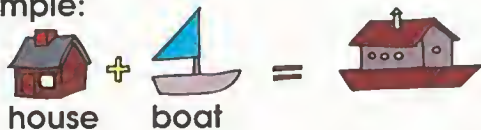


Compound Words

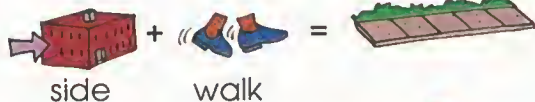
Compound words are two words that are put together to make one word.

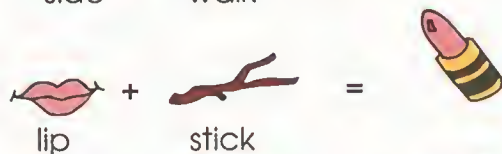
Directions: Look at the pictures and read the two words that are next to each other. Now, put the words together to make a new word. Write the new word.

Example:



houseboat











Synonyms

Synonyms are words that mean the same thing. **Start** and **begin** are synonyms.

Directions: Find the two words that describe each picture. Write the words in the boxes below the picture.

small funny large sad silly little big unhappy





Antonyms

Antonyms are words that are opposites. **Hot** and **cold** are antonyms.

Directions: Draw a line between the words that are opposites. Can you think of other words that are opposites?



closed



below



full



empty



above



old



new



open

Homonyms

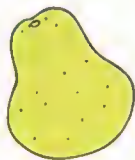
Homonyms are words that sound the same but are spelled differently and mean something different. **Blew** and **blue** are homonyms.

Directions: Look at the word pairs. Choose the word that describes the picture. Write the word on the line next to the picture.



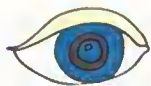
1. sew

so



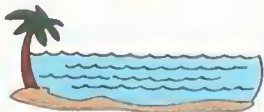
2. pair

pear



3. eye

I



4. see

sea



Review

Directions: Read the sentences below. Fill in the blanks with the correct word. Then circle the first letter of each word and write them in **ABC** order on the lines below.



sunglasses



Pete



rock



cold



eight

1. Sun + glasses = _____.
2. Another word for stone is _____.
3. The opposite word for hot is _____.
4. A word that sounds like the word ate _____.
5. Add an "e" to the word pet _____.

ABC Order:

Nouns Are Naming Words

Nouns tell the name of a person, place, or thing.

Directions: Look at each picture. Color it red if it names a person. Color it blue if it names a place. Color it green if it names a thing.





Nouns Are Naming Words

Directions: Write these naming words in the correct box.

store

zoo

child

baby

teacher

table

cat

park

gym

woman

sock

horse



Person



Place



Thing



More Than One

Some nouns name more than one person, place or thing.

Directions: Add an "s" to make the words tell about the picture.



frog _____



pan _____



boy _____



egg _____



horn _____



girl _____



More Than One

Directions: Read the nouns under the pictures. Then, write the noun under **One** or **More Than One**.

One



More Than One



Verbs Are Action Words

Verbs are words that tell what a person or a thing can do.

Example: The girl pats the dog.

The word "pats" is the verb. It shows action.

Directions: Draw a line between the verbs and the pictures that show the action.



eat



run



sleep



swim



sing



hop



Verbs Are Action Words.

Directions:

Look at the pictures.

Read the words.

Write an action word in each sentence below.



1. The two boys like to _____ together.
2. The children _____ the soccer ball.
3. Some children like to _____ on the swings.
4. The girl can _____ very fast.
5. The teacher _____ the bell.



Is And Are Are Special Words

Use "is" when talking about one person or one thing. Use "are" when talking about more than one person or thing.

Example: The dog is barking.
The dogs are barking.

Directions: Write "is" or "are" in the sentences below.



1. Jim _____ playing baseball.



2. Fred and Sam _____ good friends.



3. Cupcakes _____ my favorite treat.



4. Lisa _____ a good soccer player.



Nouns And Verbs

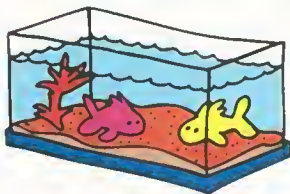
Directions: Read the sentences below. Draw a red circle around the nouns. Draw a blue line under the verbs.



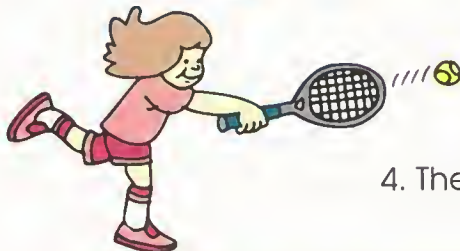
1. The boy runs fast.



2. The turtle eats leaves.



3. The fish swim in the tank.



4. The girl hits the ball.



Words That Describe

Describing words tell us more about a person, place, or thing.

Directions: Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

happy

round

sick

cold

long







Words That Describe

Directions: Read the words in the box. Choose the word that describes the picture. Write it on the line below.

wet

round

funny

soft

sad

tall















Words That Describe

Directions: Circle the describing word in each sentence.
Draw a line from the word to the picture.

1. The hungry dog is eating.



2. The tiny bird is flying.



3. Horses have long legs.



4. She is a fast runner.



5. The little boy was lost.





Names Of People

The names of people begin with a capital letter.

Directions: Choose a name from the box to go with each child. Write the name on the line. Start each name with a capital letter.

Sam	Fred
Jack	Lisa
Ann	Jenny

1 2 3 4 5 6

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____



Name That Cat

The name of a pet begins with a capital letter.

Directions: Read the names in the box. Choose one name for each cat. Write the name in the space under the cat.

Fritz

Fuzzy

Boots

King

Queenie

Lola





Holidays

Holidays begin with capital letters.

Directions: Choose the words from the box to match the holiday. Write the words under the picture. Be sure to start with capital letters.

Fourth of July
President's Day

Valentine's Day
Thanksgiving





Days of the Week

The days of the week begin with capital letters.

Directions: Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.



Tuesday
Saturday
Monday
Friday
Thursday
Sunday
Wednesday



Review

Directions: Circle the letters that should be capital letters.
Underline the describing words.



1. jan has red flowers for mother's day.



2. We eat a hot lunch on monday.



3. jim and fred are fast runners.



4. spot is a small dog.



5. We go to the big store on friday.



Telling Sentences

Sentences can tell us something. Telling sentences begin with a capital letter. They end with a period.

Directions: Read the sentences. Draw a yellow circle around the capital letter at the beginning of the sentence. Draw a purple circle around the period at the end of the sentence.



1. I am seven years old.



2. The bird is pretty.



3. The boy likes to dance.



4. Turtles like to swim.



Telling Sentences

Directions: Read the sentences. Write the sentences on the lines below. Begin each sentence with a capital letter. End each sentence with a period.

1. most children like pets
2. some children like dogs
3. some children like cats
4. some children like snakes
5. some children like all animals



1. _____

2. _____

3. _____

4. _____

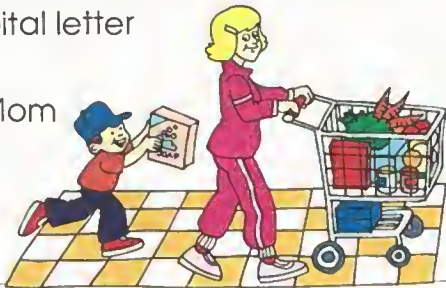
5. _____



Telling Sentences

Directions: Read the sentences. Write the sentences below. Start each sentence with a capital letter and end with a period.

1. i like to go to the store with Mom
2. we go on Friday
3. i get to push the cart
4. i get to buy the cookies
5. i like to help Mom



1. _____

2. _____

3. _____

4. _____

5. _____



Asking Sentences

Asking sentences ask a question. An asking sentence begins with a capital letter. It ends with a question mark.

Directions: Draw a green line under the sentences that ask a question.



1. Does your room look like this?
2. Are the walls yellow?
3. There are many children.
4. Do you sit at desks or tables?
5. The teacher likes her job.



Asking Sentences

Directions: Draw a blue line under the sentences that ask a question.



1. We like to camp.
2. Do you like to camp?
3. We like to sing at camp.
4. Can you make a fire?
5. We like to cook hot dogs.



Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to start each question with a capital letter. End each question with a question mark.



1. _____ you like the zoo **do**
2. _____ much does it cost **how**
3. _____ you feed the ducks **can**
4. _____ you see the monkeys **will**
5. _____ time will you eat lunch **what**



Periods And Question Marks

Use a period at the end of a telling sentence. Use a question mark at the end of an asking sentence.

Directions: Put a period or a question mark at the end of each sentence below.



1. Do you like a parade
2. The clowns lead the parade
3. Can you hear the band
4. The balloons are big
5. Can you see the horses



Review

Directions: Look at the picture. In the space below, write one telling sentence about the picture. Then, write one asking sentence about the picture.



A telling sentence.

An asking sentence.

Word Order

Word order is the logical order of words in a sentence.

Directions: Put the words in each sentence in order. Write the sentence on the lines.

1. We made lemonade. some
2. good. It was
3. We the sold lemonade.
4. cost It five cents.
5. fun. We had



1. _____
2. _____
3. _____
4. _____
5. _____



Word Order

Directions: Look at the picture. Put the words in the correct order. Write the sentences on the lines below.



1. a Jan starfish. has
2. and Bill to Peg swim. like
3. The shining. sun is
4. sand. the in Jack likes play to
5. cold. water The is

1. _____

2. _____

3. _____

4. _____

5. _____



Word Order Can Change Meaning

If you change the order of the words in a sentence, you can change the meaning of the sentence.

Directions: Read the sentences. Draw a purple circle around the sentence that describes the picture.

Example:

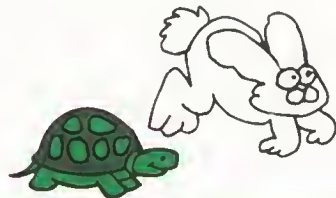
The fox jumped over the dogs.

The dogs jumped over the fox.



1. The cat watched the bird.
The bird watched the cat.

2. The girl looked at the boy.
The boy looked at the girl.



3. The turtle ran past the rabbit.
The rabbit ran past the turtle.



I Can Write Sentences

A story has more than one sentence.

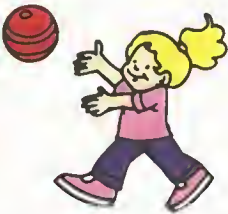
Directions: Use the words from the pictures to write a story.



girl



boy



play



books



swing



school

I am a happy _____. I go to _____.

I like to read _____. I like to _____

on the playground. I like to _____ on the swings.



I Can Write Sentences

Directions: Draw a picture of yourself in the box marked **Me**. Then write three sentences about yourself on the lines.

Me

1. _____

2. _____

3. _____



Review

Directions: Put the words in the right order to make a sentence. The sentences will tell a story.

1. a gerbil. has Ann
2. is The Mike. named gerbil
3. likes eat. Mike to
4. play. to Mike likes
5. happy a is gerbil. Mike



1. _____

2. _____

3. _____

4. _____

5. _____

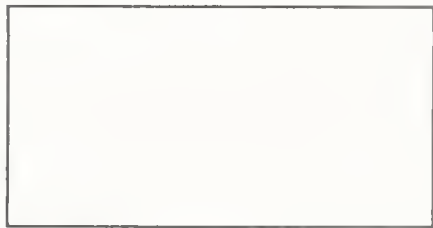
In My Home

Do this with a grown-up.
Look around your home.

Find something that begins with
the same sound as run.

Write its name. _____

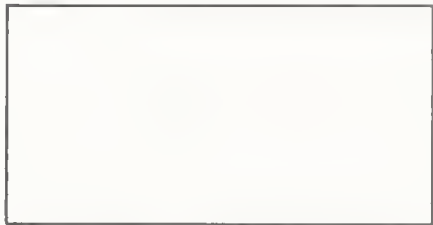
Draw a picture of what you
named.



Find something that ends with
the same sound as wet.

Write its name. _____

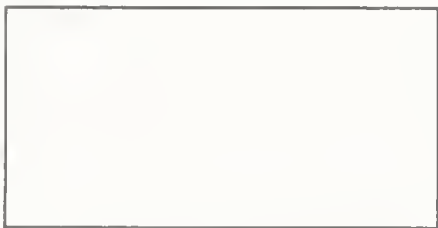
Draw a picture of what you
named.



Find something that begins with
the same sound as ball.

Write its name. _____

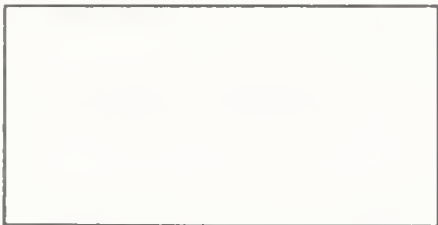
Draw a picture of what you
named.



Find something that ends with
the same sound as good.

Write its name. _____

Draw a picture of what you
named.



Suitcases

Do this with a grown-up.

Help the Green family pack for a trip.

Take turns.

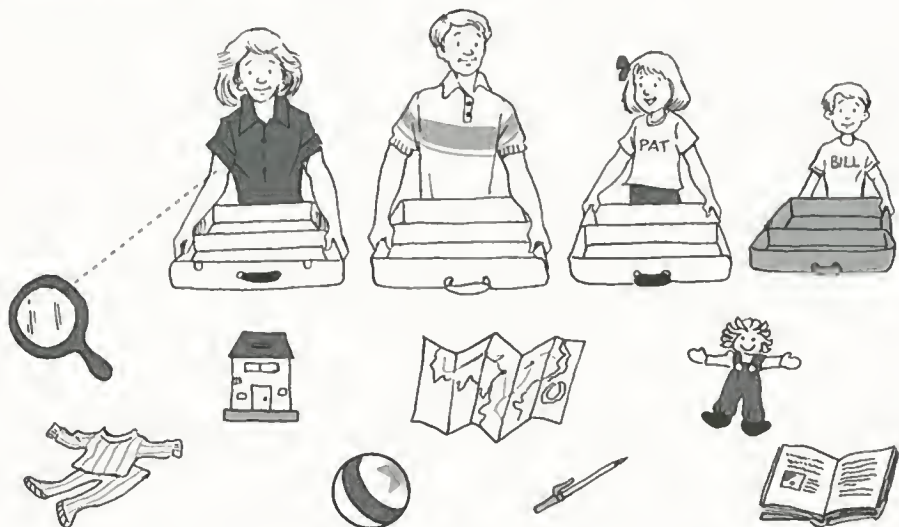
Draw a line from each person to things he or she will pack.

Mom will pack things with names that begin with the same sound as mop.

Dad will pack things with names that begin with the same sound as pig.

Pat will pack things with names that end with the same sound as look.

Bill will pack things with names that end with the same sound as well.



Toss a Word

Play this game with a grown-up.

Get a penny and toss it on the game board.

Look at the letter in the space where the penny lands.

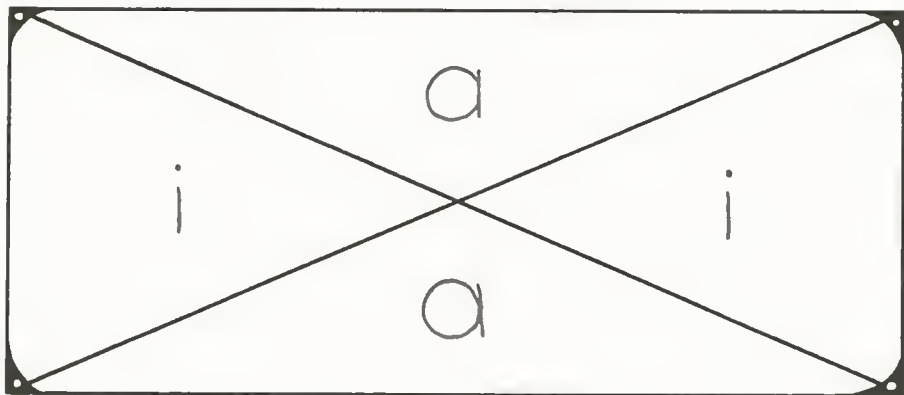
Try to use the letter to finish a word on your

Word Card.

Write the letter in the word.

Take turns.

To win, you must fill in your Word Card first.



My Word Card

l _ _ p d _ _ g r _ _ b c _ _ p f _ _ n m _ _ p

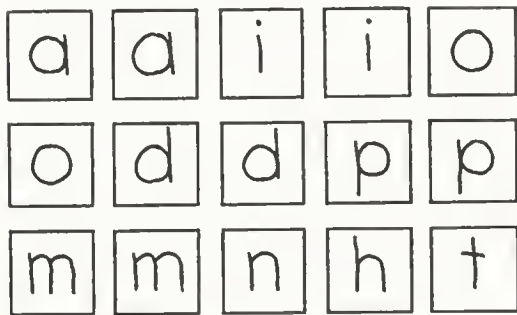
My Grown-up's Word Card

l _ _ p d _ _ g r _ _ b c _ _ p f _ _ n m _ _ p

Make a Word

Play this game with a grown-up.

Make letter cards like these.



Turn over the cards.

Pick 3 cards.

Try to use the letters to make a real word.

Write the word on your Word Board.

Then turn your cards back over.

Take turns.

The first player to make 3 different words wins.



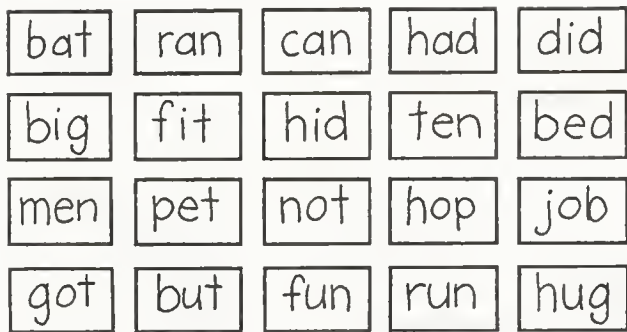
My Word Board

My Grown-up's Word Board

Do They Sound the Same?

Play this game with a grown-up.

Make word cards like these.



Turn over the cards.

Pick 2 cards.

Read the words on the cards out loud.

Listen for the vowel sounds.

If the words have the same vowel sound,
keep the cards.

If the words do not have the same vowel sound,
turn the cards back over.

Take turns.

Play until no more cards are left.

Then count your cards.

How many cards do you have? _____

How many cards does your grown-up have? _____

The player with more cards wins the game.



Word Checkers

Play this game with a grown-up.

Make 8 small red markers.

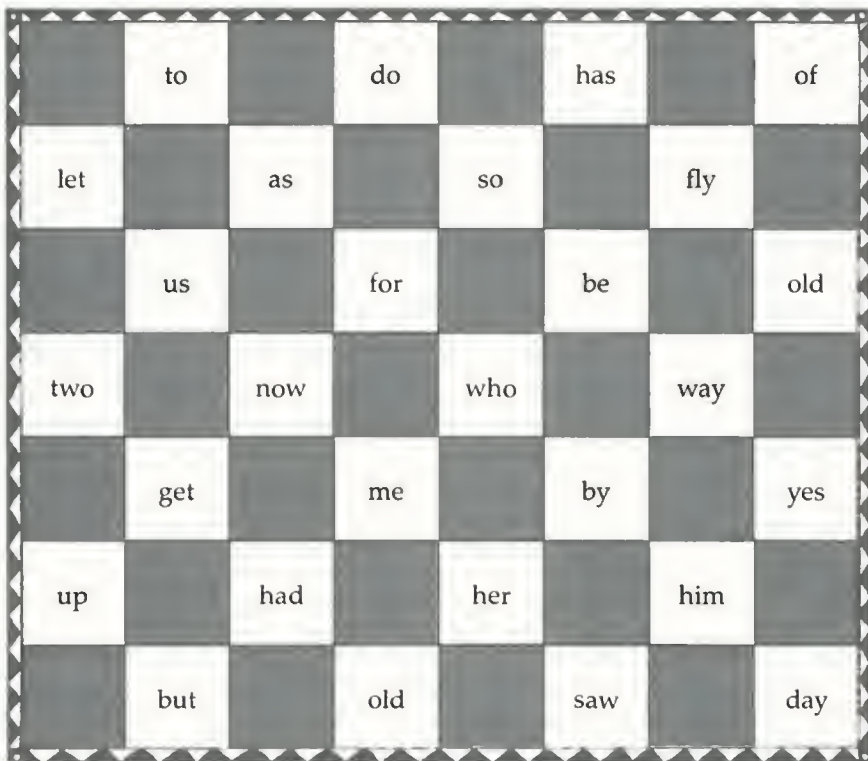
Put them on the two bottom rows of words.

Have your grown-up make 8 small blue markers.

Put them on the two top rows of words.

Then play checkers, but with one difference.

Read the word in a box before you put a marker on it.



Which Is Better?

Do this with a grown-up.

Read the words in the first box.

Put an X under the name of the thing you like better.

Put a ✓ under the name of the thing your grown-up likes better.

Do the rest of the boxes the same way.



apple or banana

milk or juice

lions or tigers

elephants or bears

trees or flowers

winter or summer

airplanes or trains

cars or trucks

orange or green

Make up 2 more sets of words.

Put an X under the names of the things you like better.

_____ or _____ _____ or _____

Fill the Balloons

Play this game with a grown-up.

Toss a coin on the game board.

Read the words in the box where the coin lands.

If the words have the same or almost the same meaning, color 2 of your balloons.

If the words have opposite meanings, color 1 balloon.

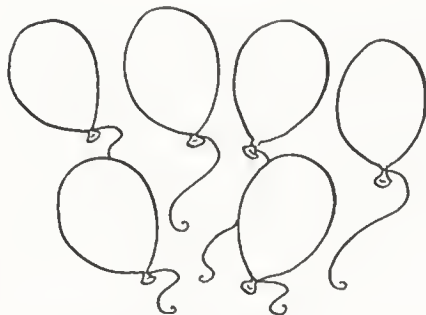
Take turns.

You win if you color all your balloons first.

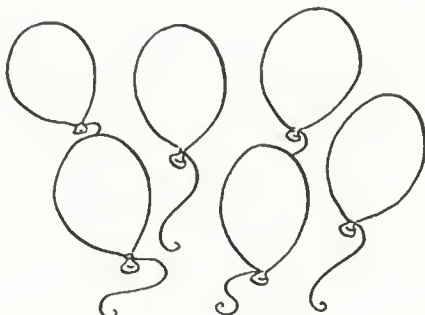


happy	on	little	more
sad	off	small	less
nice	silly	up	below
mean	funny	down	under

My Balloons



My Grown-up's Balloons





Beginning Consonants

Directions: Look at the letters on the blocks. Say each picture name. On the line, write the letter or letters from the blocks that stand for the sound you hear at the **beginning** of the picture name.

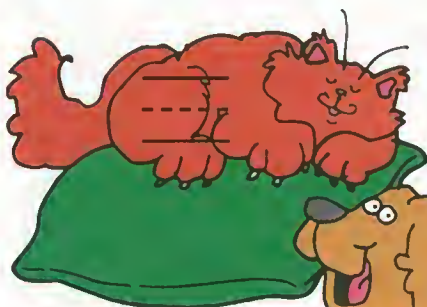
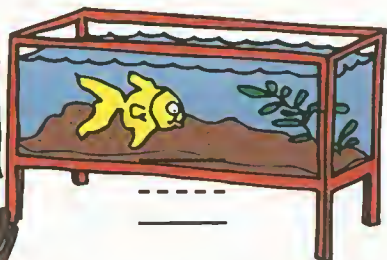
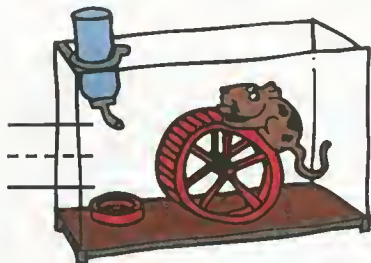


When you clean your closet, what might you do with the toys that you have outgrown?



Beginning Consonants

Directions: Say the name of each animal in the pet store. On the line, write the letter that stands for the sound you hear at the **beginning** of the picture name.



Which of these animals would you like to have as a pet?

What will you name your pet?

What will you buy at the pet store to help you take care of it?



Ending Consonants

Directions: Say the name of each animal at the zoo. On the line, write the letter that stands for the sound you hear at the **end** of the picture name.



Imagine that you are the zookeeper at this zoo.
What will you tell visitors about the zoo and its animals?



Middle Consonants

The letter **d** stands for the sound you hear in the middle of the word **ladder**.

Directions: Say each picture name. On the line, write the letter that stands for the sound you hear in the **middle** of the picture name.




Why do you think the ladder is propped against the tree?





Beginning, Middle, and Ending Consonants


Directions: Say each picture name. In the spaces below the picture, write the letters that stand for the sounds you hear at the beginning, middle, and end of the picture name. The first one shows you what to do.





c	m	l






















Short Vowels



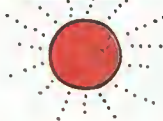
cat



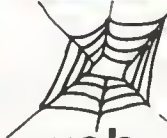
pin



top

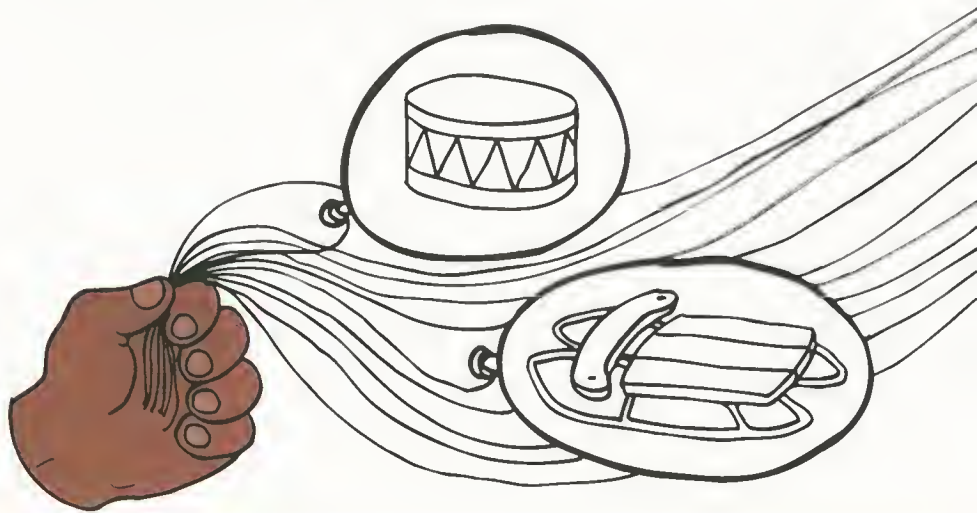


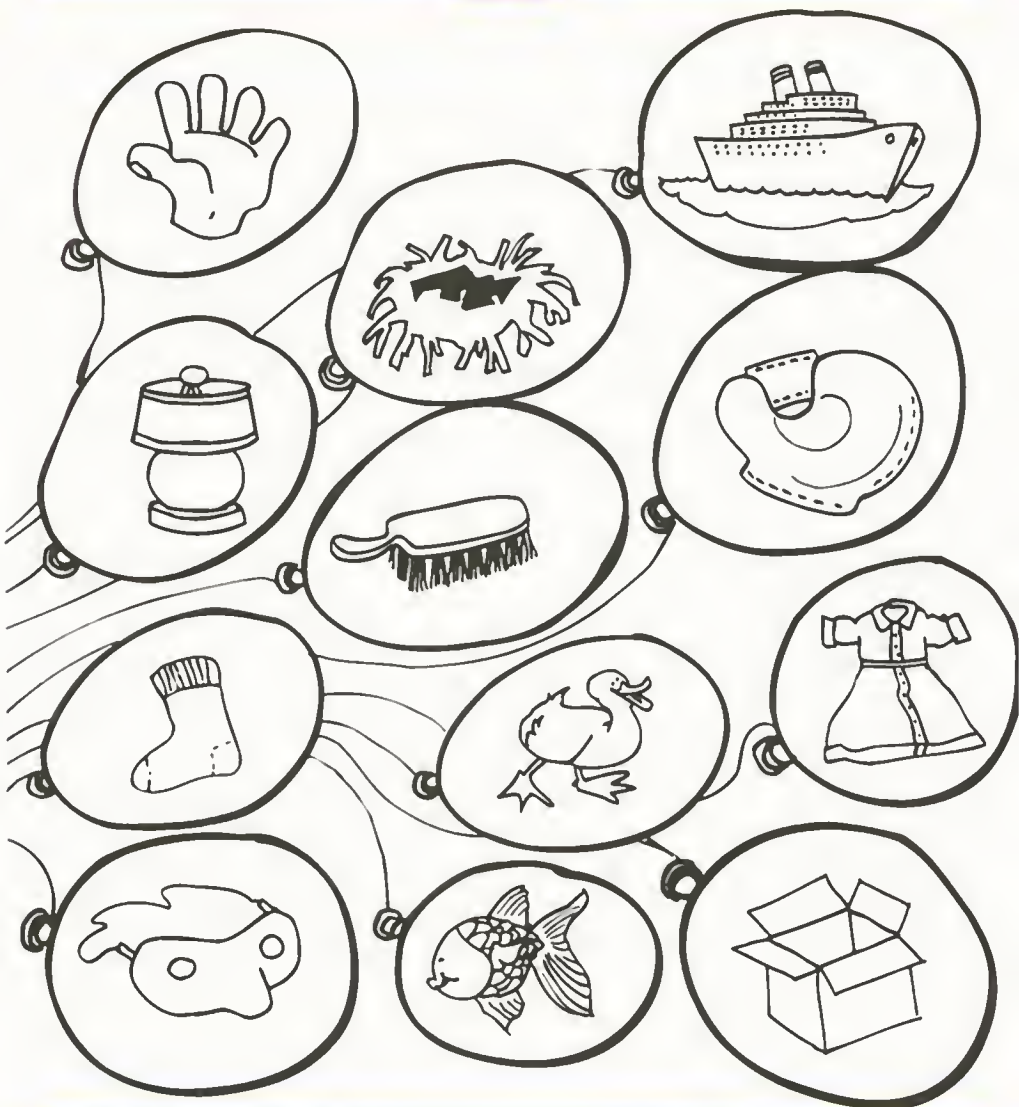
sun



web

Directions: Say each picture name on pages 8 and 9. Listen to the short vowel sound. Find the letter that stands for the vowel sound on a crayon. Use your crayons to make the balloons the right color.









Short Vowels

Directions: Say the name of each picture. Circle the picture name. Write the name. The first one shows you what to do.




hit
hot
hat
hug


hat




tub
tag
tab
top




fit
fat
fix
fox




bib
bed
bad
bud




wit
wag
wig
wet




rod
rid
red
rut



rag
rig
rug
rid



lap
lid
lad
lit



bet
bit
bat
but



A Plan for Reading

Directions: Read this sentence:



Can Dad get the big box off the bus?

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete each sentence.

1. The first letter in each word is a

consonant

vowel

2. The second letter in each word is a

consonant

vowel

3. The third letter in each word is a

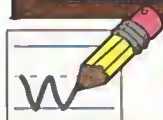
consonant

vowel

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant** or the **CVC** pattern. Words with the CVC pattern usually have a short vowel sound. Knowing about the CVC pattern gives you a plan for figuring out new words.

A Plan for Reading

When you come to a new word with the **CVC** letter pattern, try the **short vowel** sound. Then read the sentence again to be sure the word makes sense.

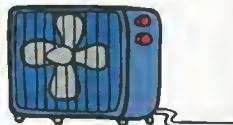


Write more about the big box. Who sent it? Why? What will Dad do next?



Review Consonants and Short Vowels

Directions: Write the picture name on the line.





Review Consonants and Short Vowels

Directions: Read each sentence. Draw a picture of what the sentence tells about.

Peg has six nuts in a box.

Ten bugs sat on a big log.

Directions: Now write a sentence that tells about the picture below.



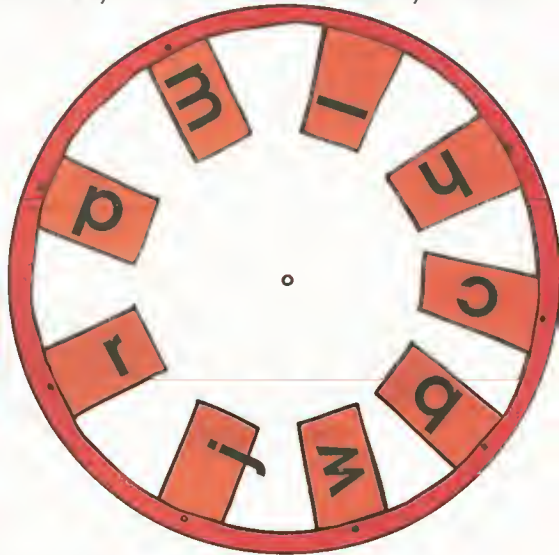
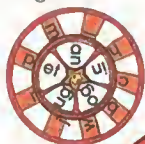
Exploring Rhyming Words



A Ferris wheel is lots of **fun**.
You feel like you can touch the **sun**!

Directions: Words like **fun** and **sun** are called rhyming words because they have the same ending sounds. Cut out the wheels. Put the little wheel on top of the big Ferris wheel. Push a straw or a ballpoint pen through the center. Turn the little wheel. How many rhyming words can you make? List the words you make on a separate sheet of paper.

Diagram:



Use your list of rhyming words to write a short rhyme about something you think is fun to do.



Rhyming Words

Directions: Read each riddle. Write the answer on the line. Then write two words that rhyme with the answer. The first one shows you what to do.

We carry groceries in it. It holds books or our lunch, too. What is it?

bag

rag

tag

It likes to dig in the mud. It has a curly tail. What is it?

b

w

It is the number of our fingers. It is the number of our toes too! What is it?

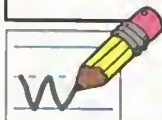
m

p

Bunnies can do this. So can kangaroos and frogs. What is it?

m

t



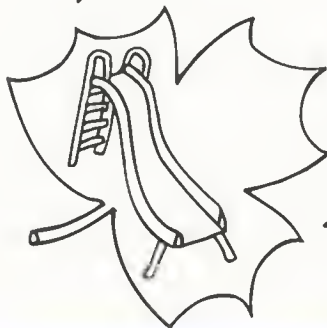
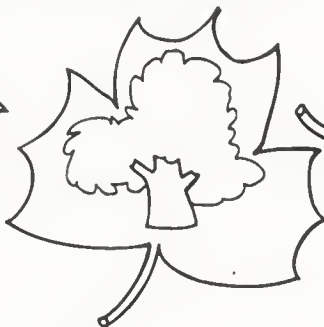
Make up a riddle about one of the rhyming words.
Ask a friend to solve it.



Long Vowels



Directions: Say each picture name on pages 16 and 17. Listen to the long vowel sound. Find the letter that stands for the long vowel sound on a crayon. Use your crayons to make the leaves the right color.



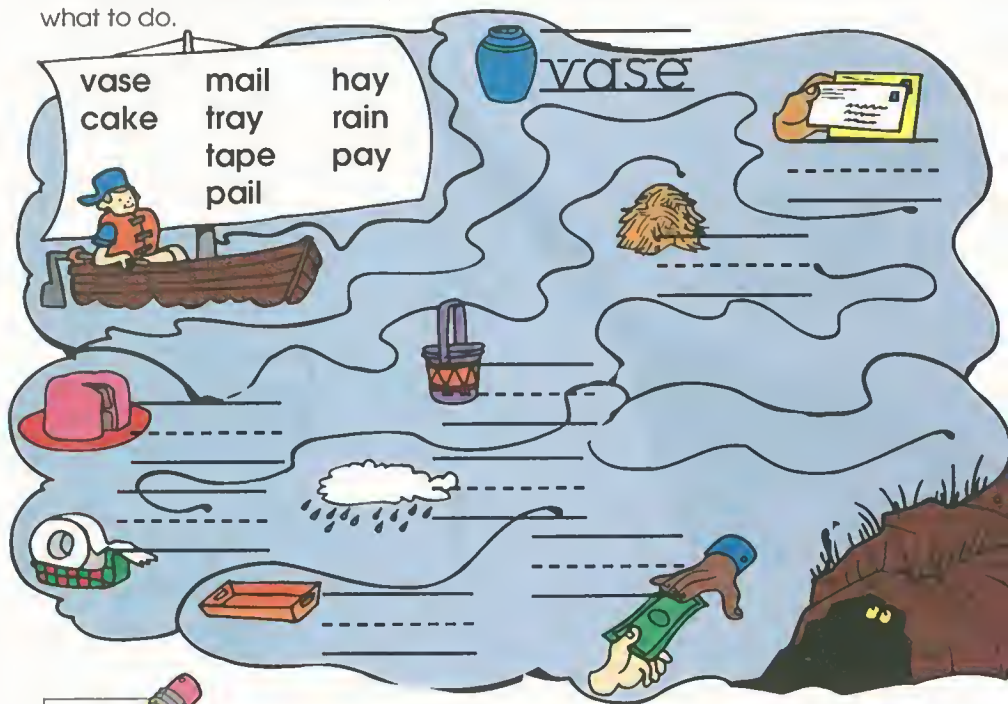




Long Vowel a

Help Jay sail across the lake to the cave.

Directions: Long **a** is the sound you hear in the words **Jay**, **sail**, and **lake**. Read the words on Jay's sail. Then look at the pictures on the maze. Use the words on the sail to label the pictures on the maze. The first one shows you what to do.



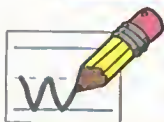
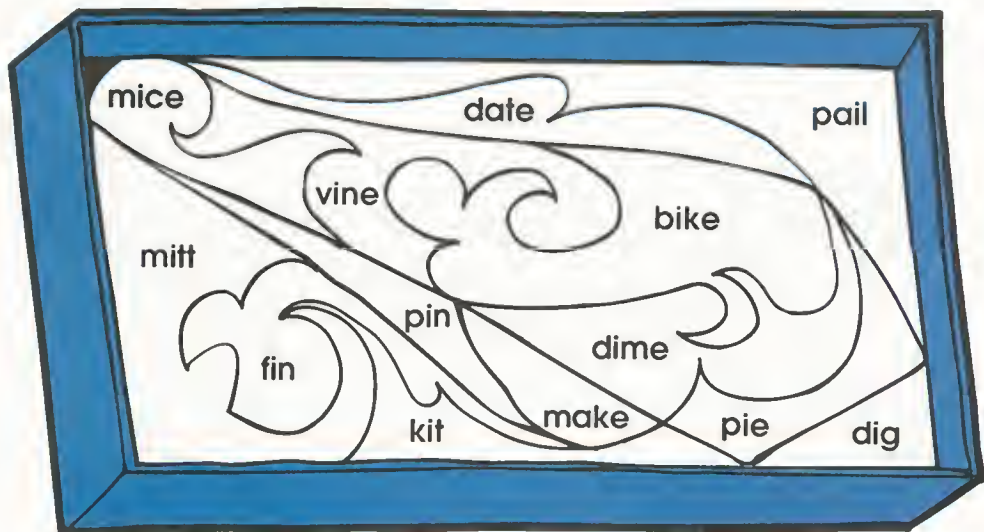
Write about an adventure Jay has when he gets to the cave.

I like this gift best.
And that's no lie.

Long Vowel i



Directions: Long i is the sound you hear in the words **like** and **lie**. Read each word below. Find out what gift Dad likes best by coloring the space if the word has the **long i** sound.

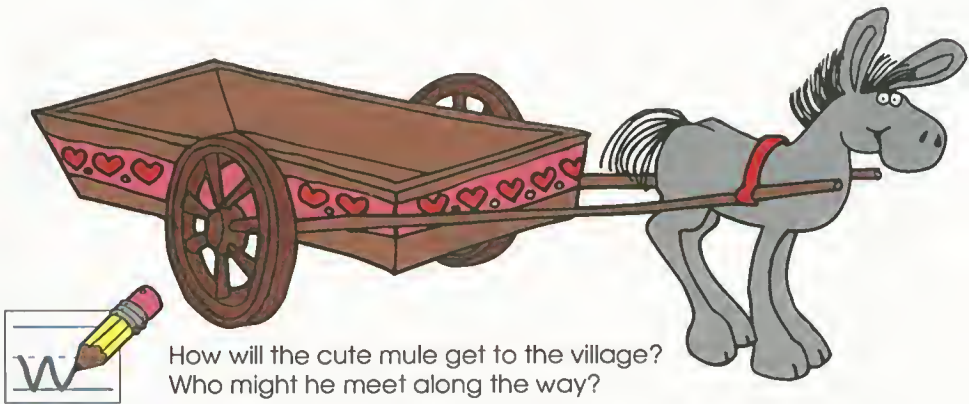


Think about the best gift you ever received.
Why was it your favorite?

Long Vowel u

The cute mule pulls a cart to the village.

Directions: Long **u** is the sound you hear in the words **cute** and **mule**. Read the words at the bottom of the page. Cut them out. If the word has the **long u** sound, paste it on the cart. Then draw a little picture that goes with each word.



cube

bug

tube

cane

flute



Joe used a coat, a bow, and a carrot for the nose.

Directions: Long **o** is the sound you hear in the words **Joe**, **coat**, **bow**, and **nose**. Cut out the flash cards. Sort them by different spellings for the sound of **long o**. Read each word. Then make up a game to play with the cards.

toe

soap

goat

rope

mow

hoe

bone

row



Long Vowel o



Imagine that lots and lots of snow has just fallen. What will you do in all that snow?

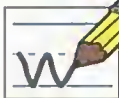
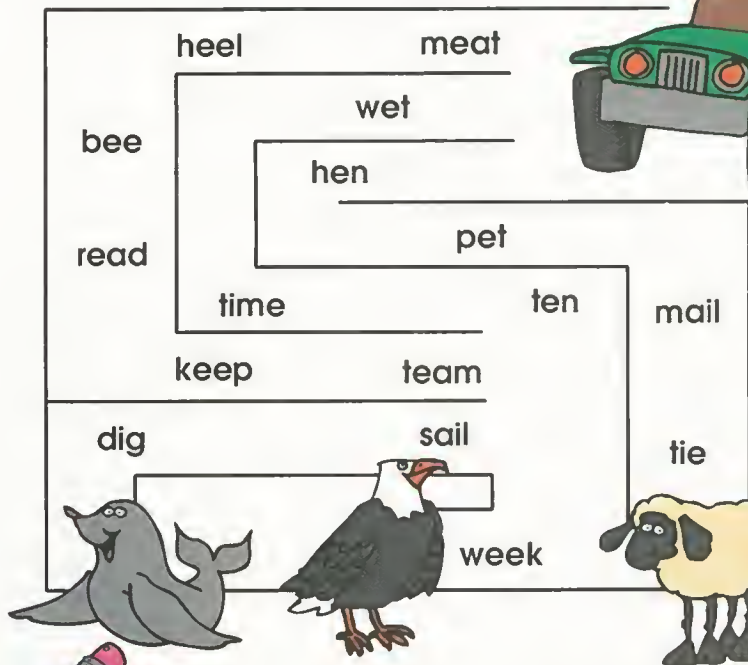
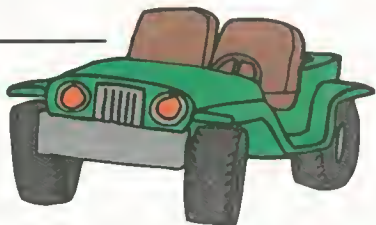




Long Vowel e

Take a seat in the jeep.

Directions: Long **e** is the sound you hear in the words **se**at and **je**ep. Take a ride in the jeep to see an animal that is the symbol of the United States. Follow the path that has **long e** words to find out which animal it is.



What other animal would be a good symbol for our country? Tell why you think so.



Exploring Short and Long Vowels



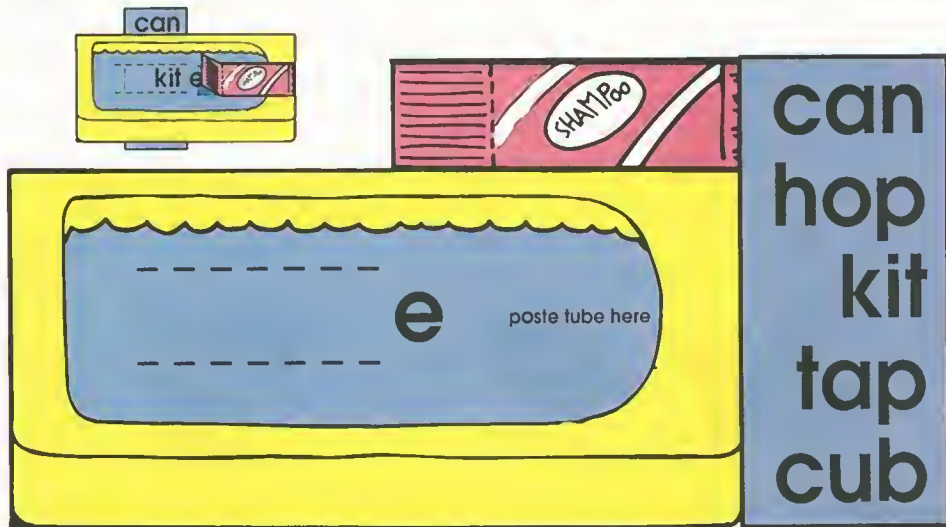
cap + e = cape



Directions: Adding **e** to the end of the short vowel word **cap** changes it to the long vowel word **cape**. Cut out the tub and the water. Cut on the dotted lines to make slits. Slip the water through the slits in the tub. Next, cut out the tube. Paste the tube in the tub, but don't paste the cap down.

When the cap is on the tube, read the short vowel word. Then, fold the cap back to show the **e**. Read the long vowel word.

Diagram:





A Plan for Reading

Directions: Read this sentence:

In June, Pete rode his bike to the lake.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the correct answer.

- | | | |
|--|-------------|---|
| 1. The first letter in each word is a | consonant | . |
| | vowel | . |
| 2. The second letter in each word is a | consonant | . |
| | vowel | . |
| 3. The third letter in each word is a | consonant | . |
| | vowel | . |
| 4. The fourth letter in each word is the | consonant e | . |
| | vowel e | . |

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-e** or the **CVCe** pattern. In words with the **CVCe** pattern, the first vowel is usually long and the final **e** is silent. Knowing about the CVCe pattern gives you a plan for figuring out new words.

A Plan for Reading

When you come to a new word with the **CVCe** letter pattern,
try the **long vowel** sound.
Then read the sentence again to be sure the word makes sense.



Long Vowels

Directions: Read the words in the box. Use the words to find the name of each picture. Write the name on the line.

rain soap seal mail toad meat













Directions: Find the word in the box that belongs in each sentence. Write the word on the line.

seat

load

paid

wait



1. Jean _____ for a ticket.

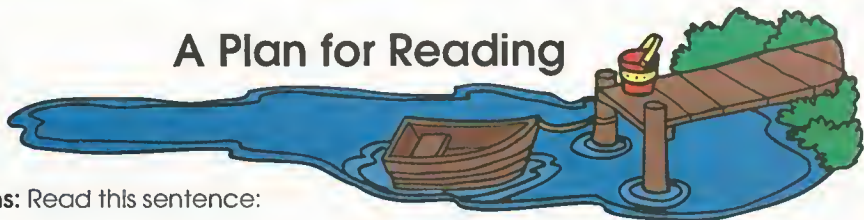
2. Then she had to _____ in line.

3. Soon they will _____ the coaster.

4. Will she get the front _____ ?



A Plan for Reading



Directions: Read this sentence:

We tied our boat next to a pail.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete the sentence.

- | | | |
|--|-----------|---|
| 1. The first letter in each word is a | consonant | . |
| | vowel | . |
| 2. The second letter in each word is a | consonant | . |
| | vowel | . |
| 3. The third letter in each word is a | consonant | . |
| | vowel | . |
| 4. The fourth letter in each word is a | consonant | . |
| | vowel | . |

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-vowel-consonant** or the **CVVC** pattern. In words with the CVVC pattern, the first vowel is usually long and the second vowel is silent. Knowing about the CVVC pattern gives you a plan for figuring out new words.

A Plan for Reading

When you come to a word with the **CVVC** letter pattern,
try the **long** sound of the first vowel.
Then read the sentence again to be sure the word makes sense.





Review Long Vowels

Directions: Find the word in the box that will complete each sentence. Write the word on the line.

pail sheep nine bone pie tune play

1. Little Tommy Tucker sang a _____ for his supper.

2. Old Mother Hubbard went to get her poor dog a _____.

3. Little Jack Horner got a plum from a sweet _____.

4. Mary's lamb made the children laugh and _____.

5. Bo Peep's lost _____ came home wagging their tails.

6. Jack and Jill went up a hill to get a _____ of water.

7. The pease porridge was _____ days old.



Did you notice that the sentences above are about nursery rhymes? Work with someone to find the rhyme each sentence is about. Write one of the rhymes you remember.



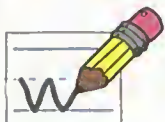
Review Short and Long Vowels



Can a bug wiggle its toe? No!

Directions: Read each sentence. Circle the answer.

- | | | |
|----------------------------------|-----|----|
| 1. Will a fox wear a tie? | yes | no |
| 2. Can a mule sit in a pail? | yes | no |
| 3. Will a pig dig in the mud? | yes | no |
| 4. Can a seal help mow hay? | yes | no |
| 5. Will a bee buzz in its hive? | yes | no |
| 6. Will a cat run for a bone? | yes | no |
| 7. Can a goat eat a bag of oats? | yes | no |
| 8. Will a hen dive into a lake? | yes | no |



Write a comic about a funny animal like the bug that tried to wiggle its toes.



Final y as a Vowel



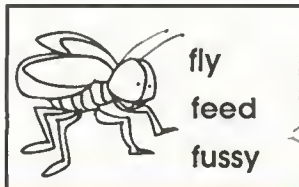
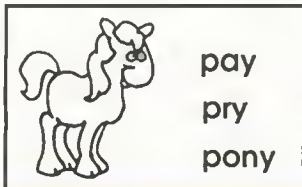
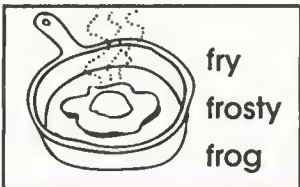
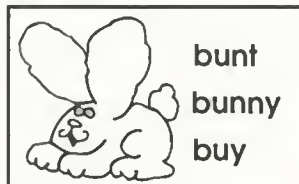
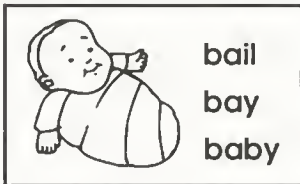
You know that **y** is a consonant. When **y** is at the beginning of a word, it stands for the sound at the beginning of **yard**.

Did you know that **y** can be a vowel too?

Sometimes **y** can stand for the **long e** sound at the end of **puppy**. Try this sound when **y** is the only vowel at the end of a word with more than one syllable or part.

Sometimes **y** can stand for the **long i** sound at the end of **dry**. Try this sound when **y** is the only vowel at the end of a one syllable word.

Directions: Say each picture name. Circle the word that names the picture. If **y** stands for the **long e** sound in **puppy**, color the picture **brown**. If **y** stands for the **long i** sound in **dry**, color the picture **orange**.





Final y as a Vowel

Directions: Find the word in the box that completes each sentence. Write it on the line.

funny my try sunny ninety sky

1. Today is _____ and hot, hot, hot!

2. There isn't a cloud in the _____.

3. It feels like _____ degrees in the shade!

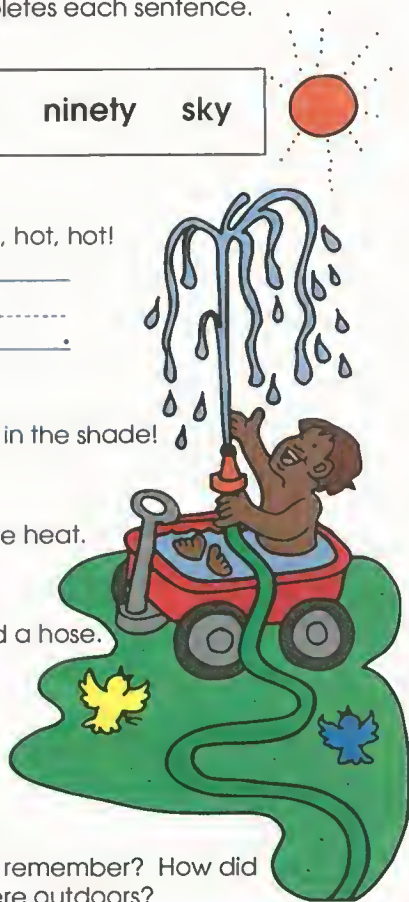
4. I must _____ to beat the heat.

5. I will use _____ wagon and a hose.

6. I look _____ but it works!



What is the hottest day you can remember? How did you beat the heat when you were outdoors?





Hard and Soft c

Get ready to race through the city!
Who will win the fancy shirt? Who will win the cake?

The letter **c** can stand for two different sounds.

You hear the **hard sound** of **c** at the beginning of **cake**.

You hear the **soft sound** of **c** in **race**, **city**, and **fancy**.

When **c** is followed by **e**, **i**, or **y**, try the soft sound.

Directions: Find out what Connie wins by coloring the prints with the words with the **hard c** sound yellow. Find out what Cindy wins by coloring the prints with the **soft c** sound blue.





Hard and Soft g

Look! There's a gentle giant on my gym by the garden.

The letter **g** can stand for two different sounds.

You hear the **hard sound** of **g** at the beginning of **garden**.

You hear the **soft sound** of **g** at the beginning of **gentle**, **giant**, and **gym**. When **g** is followed by **e**, **i**, or **y**, try the soft sound.

Directions: Use what you know about the sounds of the letter **g** to read more about the giant. Draw a picture to go with each sentence.

The giant had a magic egg.

One day a huge goose
saw the egg by the gate.



Finish the story about the giant, the goose, and the magic egg.



S Blends

The sounds you hear at the beginning of these words are consonant blends:



sticks



string



spoon



swim

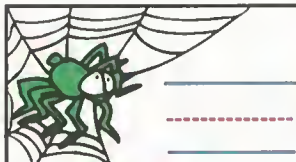


snail



sleep

Directions: Say the name of each picture. Print the letters that stand for the blend you hear at the beginning.













Directions: Circle the name of each picture.



smile
soap
smoke



stop
steps
strap



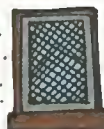
skunk
skirt
soak



spring
spot
spray



slip
side
slide

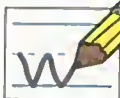


screen
scale
sail



S Blends

Directions: Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.

snowscarfsweaterskatessledsquirrel

What is your favorite season of the year? Why?

Take a survey to find out the favorite season of others you know.
Which season did the most people choose as their favorite?



L Blends

Directions:



clock

If you hear the sounds that the letters **cl** stand for, color the picture **red**.



flute

If you hear the sounds that the letters **fl** stand for, color the picture **yellow**.



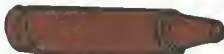
blimp

If you hear the sounds that the letters **bl** stand for, color the picture **orange**.



globe

If you hear the sounds that the letters **gl** stand for, color the picture **brown**.



plum

If you hear the sounds that the letters **pl** stand for, color the picture **green**.





L Blends



Directions: Use the words in the box to complete the sentences about the picture above.

blue

clap

float

glue

please

flag

_____ help us get ready for the parade.

Our first job is to build a _____ out of wire.

Next we will _____ paper to the sides.

We hope the sky is _____ on parade day.

We will wave the United States _____

Everyone will _____ as we pass by.



List some places where you have seen the United States flag.
Why do you think people feel proud when they see our flag?



R Blends

Read each word. Listen for the blend at the beginning of each word.



tree



dress



bread



crown



frog

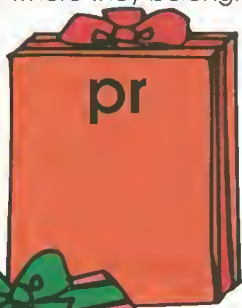
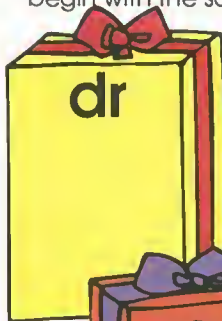


grapes



price

Directions: Look at the letters on the presents. Find the pictures below that begin with the sounds that the letters stand for. Paste them where they belong.





R Blends

Directions: Use each word in the box to complete the puzzle.

brick

drain

crab

train

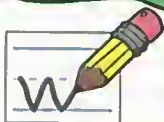
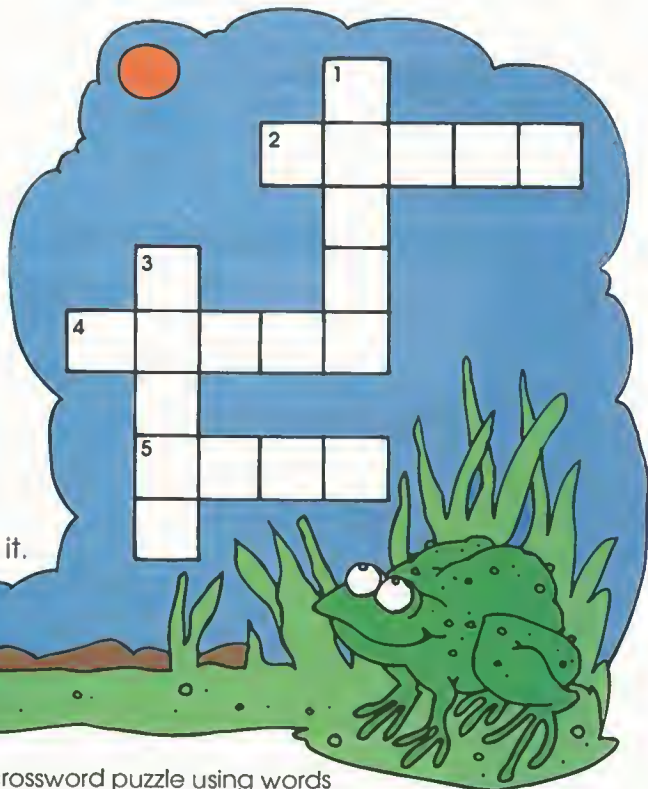
prize

Across

2. You might win it.
4. It runs on a track.
5. It lives by the sea.

Down

1. It is a hole in a sink.
3. You might build with it.



Make up a crossword puzzle using words with blends at the beginnings. Ask a friend to solve your puzzle.



Exploring Consonant Blends

Directions: Cut out the train and the smoke. Cut on the dotted lines to make slits. Slip the smoke through the slits on the train. Slide the smoke and read each new word.

Diagram:



br dr gr pl str tr



Review Consonant Blends



Directions: Read each sentence. Circle the word that completes each sentence. Write the word on the line.

1. I like to sit and _____ about what I want to be. dream
stream
clean

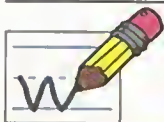
2. I might let drivers know when to _____ . fry
plant
stop

3. I could teach children to read and _____ . sleep
spell
street

4. It would be fun to own a _____ . store
step
flame

5. Maybe I will be a big movie _____ . plant
dress
star

6. That dream really makes me _____ ! smile
grill
small



What do you dream you might do someday?



Beginning Consonant Digraphs

Let's visit the chicks and sheep at the petting farm.



chicks



sheep

The letters you see at the beginning of the words **chicks** and **sheep** are called consonant digraphs. The two consonants go together to stand for one sound.

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **chicks**, paste it near the chicks. If the picture name begins with the same sound as **sheep**, paste it near the sheep.



What do you think of this?

All petting farms are good places for animals to live.





Beginning Consonant Digraphs



Thirteen swimmers saw the huge whale.

13

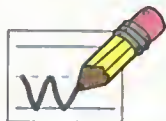
thirteen



whale

Directions: Say each picture name. If you hear the first sound in **thirteen**, write **th** on the line. Write **wh** if you hear the first sound in **whale**.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____



What would you do if you saw a whale in the ocean?
 What would you do if you saw a whale stranded on the beach?

Final Consonant Digraphs



Josh looks at the clock.

Directions: Write the picture name on the line.





A Plan for Reading



Directions: Read this sentence:

What luck! We found the lost sock!

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete each sentence.

- The first letter in each word is a **consonant** .
vowel .
- The second letter in each word is a **consonant** .
vowel .
- The third letter in each word is a **consonant** .
vowel .
- The fourth letter in each word is a **consonant** .
vowel .

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-consonant** or **CVCC** pattern. Words with the CVCC pattern usually have a short vowel sound. Knowing about the CVCC pattern gives you a plan for figuring out new words.

A Plan for Reading

When you come to a new word with the **CVCC** letter pattern, try the **short vowel** sound.
Then read the sentence again to be sure the word makes sense.





Review Consonant Digraphs

Directions: Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.

chimney

shed

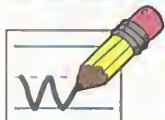
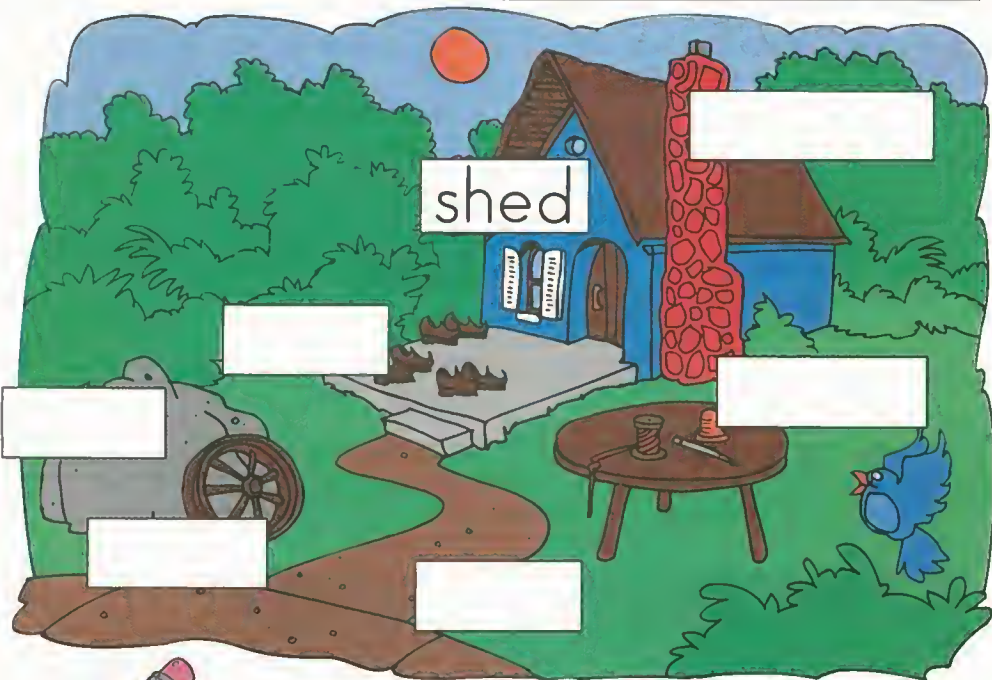
wheel

thimble

shoes

path

rock



Write a story about the picture.



Review Your Plans for Reading



Directions: Write the underlined words under the correct letter pattern. The first one shows you what to do.

Tom began to moan. "It will take me a long time to read this good book. I'd like to be able to read all the words by myself. I can't wait to see what happens next!"

"You can do it," Mr. Jet reminded him. "There are many ways to figure out new words on your own. One way is to look for letter patterns."

CVC	CVCC	CVCe	CVVC
Tom			



What do you think of this?

Phonics can help me be a better reader and speller.



Use Your Plans for Reading

Directions: Write the words on the books above the correct letter pattern on the bookmark. Cut out the bookmark. Fold the bookmark on the dotted line and tape the sides. As you read, use the bookmark to help you remember the four plans for figuring out new words.



What You Need to Know About Taking Tests

You can get better at taking tests. Here are some tips.

Do your schoolwork. Study in school. Do your homework all the time. These things will help you in school and on any tests you take. Learn new things a little at a time. Then you will remember them better when you see them on a test.

Feel your best. Get a good night's sleep. Eat a healthy breakfast.

Be ready for the test. Do practice questions. Learn about the different kinds of questions. Books like this one will help you.

Follow the test directions. Listen carefully to the directions your teacher gives. Read all instructions carefully. Watch out for words such as *not*, *none*, *never*, *all*, and *always*. These words can change the meaning of the directions. You may want to circle words like these. This will help you keep them in mind as you answer the questions.

Look carefully at each page before you start. Do reading tests in a special order. First, read the directions. Read the questions next. This way you will know what to look for as you read. Then read the story. Last, read the story again quickly. Skim it to find the best answer.

Use your time wisely. Many tests have time limits. Look at the clock when the test starts. Figure out when you need to stop. When you begin, look over the whole thing. Do the easy parts first. Go back and do the hard parts last. Make sure you do not spend too much time on any one part. This way, if you run out of time, you still have completed much of the test.

Sometimes it's good to guess. Here's what to do. Each question may have four or five answer choices. You may know that two answers are wrong, but you are not sure about the rest. Then make your best guess. If you are not sure about any of the answers, skip it. Do not guess. Tests like these take away extra points for wrong answers. So it is better to leave them blank.

What You Need to Know About Taking Tests

Check your work. You may finish the test before the time is up. Then you can go back and check your answers. Make sure you answered each question you could. Also, make sure that you filled in only one answer circle for each question. Erase any extra marks on the page.

To answer multiple choice questions:

- Answer easy questions first.
- Skip hard questions. Come back to them later. Circle the question to remember which ones you still need to do.

To answer fill-in-the-blank questions:

- Try to think of the answer before you look at the choices.
- See if one of the choices matches your answer.

To answer oral questions:

- Listen to the directions.
- Say each answer to yourself. Listen to the sounds.
- Look at all the words. Then mark the one you think is correct.

When you choose a picture to answer a question on a test:

- Listen to the story carefully.
- Try to imagine what is happening. Choose the picture that is closest to what you imagine.
- Change your answer only if you are sure it is wrong and another one is right.

Test-Taking Practice: Grade K

Directions: Listen for the word that means almost the same as the underlined word. Fill in the circle next to your answer.

1 delicious pizza

- ☐ boring
- ☐ hungry
- ☐ tasty

3 I am afraid of mice.

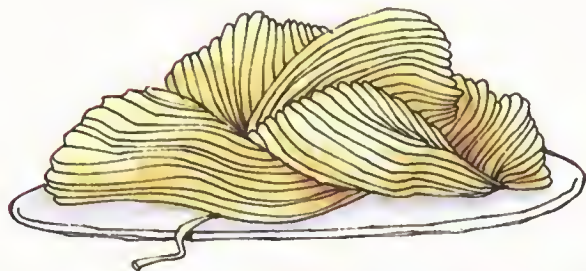
- ☐ bears
- ☐ rice
- ☐ moose

2 below the desk

- ☐ above
- ☐ behind
- ☐ under

4 I like to eat spaghetti dinner.

- ☐ winner
- ☐ supper
- ☐ finger



Test-Taking Practice: Grade K

Directions: Listen to an adult read the sentences and choices. Fill in the circle next to the answer that best completes the sentence.

1 The cereal is _____.

- ☐ in the bowl
 - ☐ at a movie
 - ☐ in the attic
-

2 The _____ is full of apples.

- ☐ tall tree
 - ☐ blue sea
 - ☐ big building
-

3 When I am thirsty, I _____.

- ☐ chop wood
- ☐ sing songs
- ☐ drink water

4 We had cake at my birthday _____.

- ☐ hike
 - ☐ party
 - ☐ flower
-

5 Be _____ not to touch the oven.

- ☐ careful
- ☐ happy
- ☐ silly



Test-Taking Practice: Grade K

Directions: Listen to the story. Then fill in the circle next to the picture that best answers the question.

Wendy was Tanya's baby sister. Wendy wanted to do everything Tanya did. Tanya was going to eat the last piece of cake. Wendy wanted a piece too. Tanya got an idea. She cut the piece of cake in half. They ate their snack together.

1 Which picture shows Wendy?



2 What did Wendy want to eat?

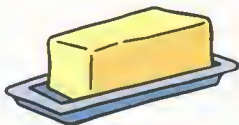


Test-Taking Practice: Grade K

Directions: Look at the picture in each box. Fill in the circle next to each beginning sound.



☐ p ☐ t



☐ b ☐ p



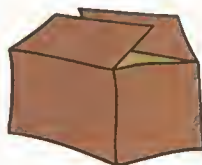
☐ n ☐ c



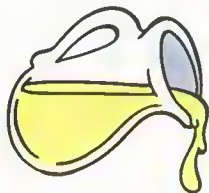
☐ n ☐ b



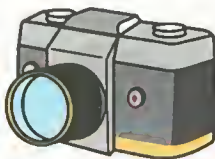
☐ t ☐ n



☐ t ☐ b



☐ p ☐ b



☐ c ☐ p



☐ c ☐ b

Test-Taking Practice: Grade K

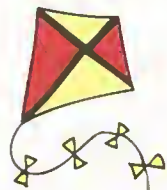
Directions: Look at the picture in each box. Fill in the circle next to each ending sound.



☐ t ☐ p



☐ n ☐ b



☐ b ☐ t



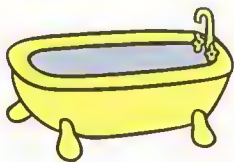
☐ n ☐ p



☐ p ☐ b



☐ p ☐ t



☐ b ☐ p



☐ n ☐ p



☐ t ☐ n

Test-Taking Practice: Grade K

Directions: Listen to an adult say the word. Fill in the circle next to the word that has the same beginning sound.

1 desk

☐ chair

☐ bat

☐ den

Directions: Listen to an adult say the word. Fill in the circle next to the word that has the same ending sound.

2 make

☐ man

☐ nose

☐ rock

Directions: Listen to an adult say the word. Fill in the circle next to the word that rhymes.

3 find

☐ left

☐ fun

☐ kind

Test-Taking Practice: Grade K

Directions: Listen for the word that has the same beginning sound as street.
Fill in the circle next to that word.

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 1 | strong | teeth | horse |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
-

Directions: Listen for the word that has the same beginning sound as flat.
Fill in the circle next to that word.

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 2 | tall | sat | fly |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
-

Directions: Listen for the word that has the same middle sound as ride.
Fill in the circle next to that word.

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 3 | miss | line | hair |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
-

Directions: Listen for the word that has the same middle sound as get.
Fill in the circle next to that word.

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 4 | ten | here | real |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
-

Test-Taking Practice: Grade K

Directions: Listen for the word that has the same beginning sound as large.
Fill in the circle next to that word.

1



leaf

arm

hill

☐☐☐

2



fox

tall

gone

☐☐☐

Directions: Listen for the word that has the same middle sound as hat.
Fill in the circle next to that word.

3

bag

buy

bit

☐☐☐

Directions: Listen for the word that has the same middle sound as wet.
Fill in the circle next to that word.

4

room

rest

roll

☐☐☐

Test-Taking Practice: Grade 1

Directions: Listen to the story and fill in the circle for the answer to each question. Carol wanted to ride her bike with her friend, Ramon. They would ride up the street to the playground. When she went to get her bike, Carol saw it had a flat tire.

- 1 Which picture shows what was wrong with Carol's bike?



- 2 Find the picture that shows where Ramon and Carol wanted to go.



- 3 Find the sentence that tells how Carol probably felt when she saw her bike.

She was happy.

☐

She was sad.

☐

She didn't care.

☐

Listen to the rest of the story: Carol told her big brother about the tire. He said he could fix it right away. He fixed the tire, and Carol could ride with her friend.

- 4 Mark the circle under the words that tell what this story was mostly about.

going for a ride

☐

fixing a bike

☐

going to the playground

☐

Test-Taking Practice: Grade 1

Directions: Find the word that means big. Fill in the circle next to that word.



funny

☐

cool

☐

large

☐

empty

☐

Think about the definition.
Choose the best answer.

- 1 Find the word that means twelve months.**

yard

☐

year

☐

pail

☐

mile

☐

- 2 Find the word that means a kind of fruit.**

tree

☐

bread

☐

milk

☐

orange

☐

- 3 Find the word that means a place where people live.**

house

☐

chair

☐

roof

☐

tree

☐

- 4 Find the word that means something made of wood.**

dress

☐

glove

☐

brick

☐

log

☐

- 5 Find the word that means something that makes honey.**

fish

☐

bird

☐

bee

☐

cow

☐

Test-Taking Practice: Grade 1

Directions: Find the word that means something that you read. Fill in the circle next to that word.

SAMPLE
A

snack

☐

book

☐

seat

☐

sound

☐

1 Which word means a small city?

road

☐

hill

☐

house

☐

town

☐

2 Which word means a body of water?

lake

☐

field

☐

tree

☐

cave

☐

Directions: Find the word that means about the same as the underlined word.

3 search for

- ☐ race
- ☐ jump
- ☐ look
- ☐ write

5 will listen

- ☐ hear
- ☐ taste
- ☐ find
- ☐ sell

4 large boat

- ☐ wagon
- ☐ balloon
- ☐ cart
- ☐ ship

6 wet cloth

- ☐ damp
- ☐ small
- ☐ soft
- ☐ warm

Test-Taking Practice: Grade 1

Directions: Which answer choice fits best in the blank? Fill in the circle next to that choice.



The _____ deer was shy. It stood beside its mother.

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> young | <input type="radio"/> brave |
| <input type="radio"/> fast | <input type="radio"/> tall |



Try each answer in the blank.

Directions: For numbers 1–6, find the word that best fits in the blank.

- 1 We must _____ soon or we will be late.

- | | |
|----------------------------|-----------------------------|
| <input type="radio"/> play | <input type="radio"/> start |
| <input type="radio"/> call | <input type="radio"/> study |

- 2 Put the ladder _____ the wall so I can climb up.

- | | |
|-------------------------------|-----------------------------|
| <input type="radio"/> inside | <input type="radio"/> along |
| <input type="radio"/> against | <input type="radio"/> below |

- 3 Put the food on the _____ and then serve it.

- | | |
|------------------------------|------------------------------|
| <input type="radio"/> dishes | <input type="radio"/> floor |
| <input type="radio"/> stove | <input type="radio"/> chairs |

- 4 The _____ was bright. It was easy to see even though it was night.

- | | |
|----------------------------|-----------------------------|
| <input type="radio"/> moon | <input type="radio"/> cloud |
| <input type="radio"/> sun | <input type="radio"/> fog |

- 5 Helena _____ her room blue and white.

- | | |
|-------------------------------|-------------------------------|
| <input type="radio"/> cleaned | <input type="radio"/> fixed |
| <input type="radio"/> slept | <input type="radio"/> painted |

- 6 The cat's claws are _____, so be careful when you play with it.

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> soft | <input type="radio"/> sharp |
| <input type="radio"/> furry | <input type="radio"/> nice |

Test-Taking Practice: Grade 1

Directions: Which answer choice fits best in the blank? Fill in the circle next to that choice.

SAMPLE
A

The ice was so _____. We couldn't walk on it.

safe

☐

thin

☐

thick

☐

cold

☐

1 The box was so heavy it took two of us to _____ it.

lift

☐

see

☐

find

☐

2 The oven is hot. Now we can _____ the cookies.

taste

☐

eat

☐

buy

☐

bake

☐

3 Put your coat in the _____ and then close the door.

garden

☐

box

☐

closet

☐

4 Each week, I try to save some money in my _____.

pocket

☐

wallet

☐

bank

☐

5 The _____ at the beach were pretty. I took some home.

shells

☐

water

☐

crowd

☐

Test-Taking Practice: Grade 1

Directions: Find the word that has the same beginning sound as joke. Fill in the circle next to that word.

SAMPLE
A

pay

☐

jump

☐

mop

☐

funny

☐

- 1 Which word has the same beginning sound as pork?

dust

☐

late

☐

pool

☐

clap

☐

- 2 Which word has the same beginning sound as van?

toast

☐

move

☐

near

☐

vote

☐

- 3 Which word has the same beginning sound as chest?

choose

☐

touch

☐

song

☐

these

☐

- 4 Which word has the same ending sound as knob?

coat

☐

lunch

☐

dear

☐

club

☐

- 5 Which word has the same ending sound as stew?

net

☐

wheel

☐

now

☐

give

☐

- 6 Which word has the same ending sound as third?

hard

☐

land

☐

barn

☐

dark

☐

Test-Taking Practice: Grade 1

Directions: Which word has the same ending sound as far? Fill in the circle next to that word.

SAMPLE
A

fun
☐

off
☐

ran
☐

her
☐



Say each answer to yourself.
Listen for the ending sound.

1 Which word has the same ending sound as pin?

trap
☐

can
☐

nose
☐

pet
☐

2 Which word has the same ending sound as hit?

not
☐

hear
☐

win
☐

dish
☐

3 Which word has the same ending sound as have?

wish
☐

head
☐

van
☐

love
☐

4 Which word has the same ending sound as want?

wind
☐

sent
☐

both
☐

5 Which word has the same ending sound as dirt?

learn
☐

bird
☐

heart
☐

Test-Taking Practice: Grade 1

Directions: Which word has the same middle sound as bird? Fill in the circle next to that word.

SAMPLE
A



like

☐

heard

☐

noise

☐

miss

☐

- 1 Find the word that has the same middle sound as cow.



hope

☐

roar

☐

round

☐

pop

☐

- 2 Find the word that has the same middle sound as tent.



rest

☐

team

☐

seem

☐

they

☐

- 3 Find the word that has the same middle sound as rain.

load

☐

that

☐

bread

☐

game

☐

- 4 Find the word that has the same middle sound as fruit.

root

☐

hope

☐

boat

☐

cow

☐

- 5 Find the word that has the same middle sound as kite.

fair

☐

list

☐

have

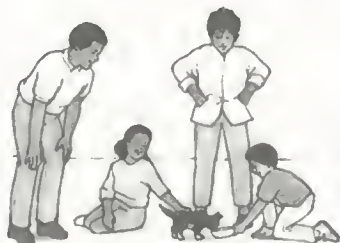
☐

five

☐

Test-Taking Practice: Grade 2

- 1 Find the picture of what probably happened first.



☐



☐

Directions: Find the sentence that best fits in the blank. Fill in its circle.

- 2 Mr. Jennings went shopping. He bought food for dinner.

_____.

- ☐ Then he came home.
- ☐ Then he stayed at the store.
- ☐ Then he sold the food.

- 3 The kitten is hungry. Lettie knows what to do.

_____.

- ☐ The kitten runs away.
- ☐ She gives it a bath.
- ☐ She feeds the kitten.

Test-Taking Practice: Grade 2



Up and Away



I fasten my belt
And close my eyes;
The next time I look
We're up in the skies!

Blue sky above;
White clouds below;
In a window seat
I enjoy the show.

My very first chance
To soar like a bird
We're flying so high
I can't say a word.

Then the plane lands
And I head for the door.
I'm going to ask Mom
When I can fly more.

Directions: Fill in the circle next to the answer for each of these questions.

1 What does the child do first?



fix belt

☐

eat food

☐

read book

☐

2 Where must the child be sitting?

☐☐☐

Test-Taking Practice: Grade 2

- 3 If the child added a sentence to the poem about traveling with a relative, it might be

Beside me sat
_____.

My best friend, Nat.

☐

My sister, Pat.

☐

A man with a hat.

☐

- 4 The child in the poem says

To soar like a bird.

To soar like a bird is to



step.

☐



land.

☐



fly.

☐

- 5 The child in the poem says

The next time I look
We're up in the skies!

What does the child mean?

- ☐ The plane rose quickly.
- ☐ She saw the plane fly.
- ☐ The plane is landing.

Test-Taking Practice: Grade 2

- 6 In the poem, what is soaring?



train

☐

plane

☐

car

☐

- 7 In this poem, the child fastens a belt. What is the opposite of fasten?

tighten

☐

unfasten

☐

attach

☐

move

☐

Directions: Find the sentence that best fits in the blank. Fill in its circle.

- 8 People need clothes when they travel. _____.
The suitcase is stored in the plane.

- ☐ Planes are faster than cars.
- ☐ An airport is a large building.
- ☐ They put clothes in a suitcase.

- 9 An airport is a busy place. _____.
Planes take off and land all day.

- ☐ You drive to get to the airport.
- ☐ Many people come and go.
- ☐ Sometimes a plane ride is long.

Test-Taking Practice: Grade 2

Directions: Fill in the circle next to each answer.

- 1 Kyle actually knew Sign Language.

Which of these words means the same as actually?

rarely

☐

really

☐

seldom

☐

- 2 Patsy said she was nervous.

Which of these words means the opposite of nervous?

calm

☐

annoyed

☐

frightened

☐

- 3 Find the word that has the same vowel, or middle, sound as found.

road

☐

flood

☐

clown

☐

- 4 Which of these is the root, or base, word of trying?

try

☐

ing

☐

ryin

☐

* A base word is a word from which other words are made.

- 5 Which of these is the root, or base, word of reached?

each

☐

ched

☐

reach

☐

Test-Taking Practice: Grade 2

Directions: Which word fits best in the blank? Fill in the circle next to that choice.

SAMPLE
A

The boat began to ____.

climb

☐

wait

☐

sink

☐

talk

☐

Directions: For numbers 1 and 2, find the words that best complete the story. Fill in the circle next to that choice.

The (1) _____ was easy to enter. All you had to do was show up at the park. To win, you had to (2) _____ how many jelly beans were in a jar.



- 1 ☐ door ☐ tunnel
 ☐ contest ☐ room

- 2 ☐ play ☐ guess
 ☐ read ☐ count

Directions: For Sample B and numbers 3 and 4, which word fits best in both blanks? Fill in the circle next to that choice.

SAMPLE
B

It was a _____ day. The speeder paid a _____.

nice

☐

fine

☐

ticket

☐

great

☐

- 3 _____ the light over here.
The _____ on this pencil broke.

- ☐ point ☐ shine
☐ eraser ☐ top

- 4 The puppy began to _____.
The car needs a new _____.

- ☐ sleep ☐ light
☐ run ☐ tire



Use the meaning of the sentence to find the answer.

Test-Taking Practice: Grade 2

**SAMPLE
A****Directions:** Find the word that has the same ending sound as camp.

Fill in its circle. dump trip dirt

☐ ☐ ☐**SAMPLE
B****Directions:** Find the word that is a compound word, a word that is made up of two smaller words. Fill in its circle.

building darkness plumbing sidewalk

☐ ☐ ☐ ☐

- 1 Find the word that has the same ending sound as best.

loss salt most

☐ ☐ ☐

- 2 Find the word that has the same vowel sound as same.

ham rain soar sand

☐ ☐ ☐ ☐

- 3 What does the word aren't mean?

are not are late are most are then

☐ ☐ ☐ ☐

- 4 Find the word that is a compound word.

footprint remember narrow explain

☐ ☐ ☐ ☐

- 5 What is the root word of kindness?

in ness kind ind

☐ ☐ ☐ ☐

- 6 What is suffix of careful?

are ear reful ful

☐ ☐ ☐ ☐

Test-Taking Practice: Grade 2

Directions: Fill in the circle next to the word that is spelled correctly.

SAMPLE
A

Did you _____ who was there?

notise

☐

notice

☐

notisce

☐

notis

☐

1 Our _____ run is about two miles.

dailly

☐

dailey

☐

daley

☐

daily

☐

2 The _____ is open.

window

☐

windo

☐

window

☐

windowwe

☐

Directions: Fill in the circle next to the word that is not spelled correctly.
If all of the words are spelled correctly, choose "All correct."

SAMPLE
B

☐ look around

☐ never mind

☐ hidden prize

☐ All correct

4 ☐ floating log ☐ many birds

☐ windy day ☐ All correct

5 ☐ hot paivment ☐ right answer

☐ strong branch ☐ All correct

Test-Taking Practice Answer Key: Grade K

Page 279

1. tasty
2. under
3. rice
4. winner

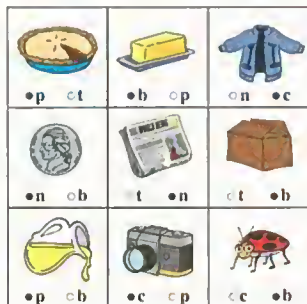
Page 280

1. in the bowl
2. tall tree
3. drink water
4. party
5. careful

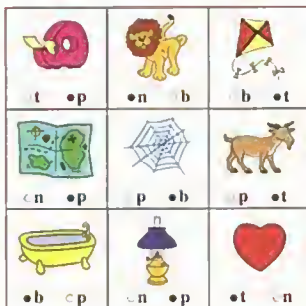
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1. the second picture
2. Wendy wanted to eat cake.

Page 282



Page 283



Page 284

1. den
2. rock
3. kind

Page 285

5. strong
6. fly
7. line
8. ten

Page 286

7. leaf
8. gone
9. bag
10. rest

Test-Taking Practice Answer Key: Grade 1

Page 287

1. the third picture
2. the first picture
3. She was sad.
4. fixing a bike

Page 288

- A. large
1. year
 2. orange
 3. house
 4. log
 5. bee

Page 289

- A. book
1. town
 2. lake
 3. look
 4. ship
 5. hear
 6. damp

Page 290

- A. young
1. start
 2. against
 3. dishes
 4. moon
 5. painted
 6. sharp

Page 291

- A. thin
1. lift
 2. bake
 3. closet
 4. bank
 5. shells

Page 292

- A. jump
1. pool
 2. vote
 3. choose
 4. club
 5. now
 6. hard

Page 293

- A. her
1. can
 2. not
 3. love
 4. sent
 5. heart

Page 294

- A. heard
1. round
 2. rest
 3. game
 4. root
 5. five

Test-Taking Practice Answer Key: Grade 2

Page 295

1. first picture
2. Then he came home.
3. She feeds the kitten.

Page 296

1. fix belt
2. second picture

Page 297

3. My sister, Pat
4. fly
5. The plane rose quickly.

Page 298

6. plane
7. unfasten
8. They put clothes in a suitcase.
9. Many people come and go.

Page 299

1. really
2. calm
3. clown
4. try
5. reach

Page 300

- A.** sink
1. contest
 2. guess
- B.** fine
3. point
 4. tire

Page 301

- A.** dump
- B.** sidewalk
1. most
 2. rain
 3. are not
 4. footprint
 5. kind
 6. full

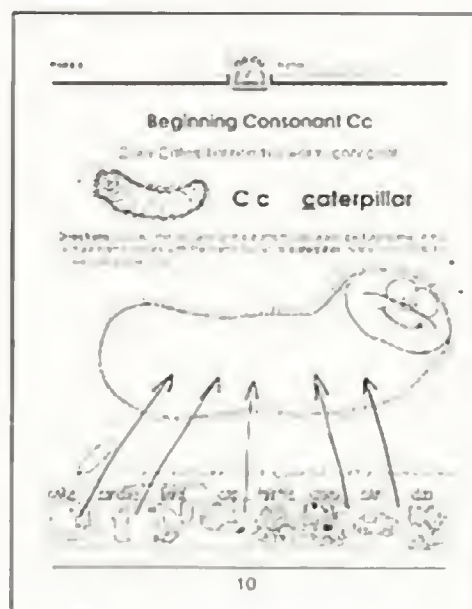
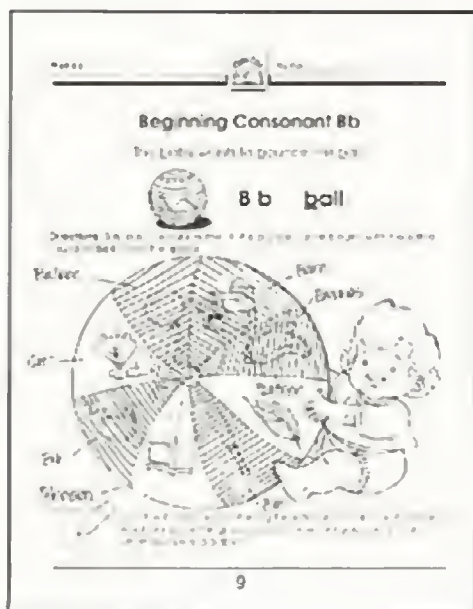
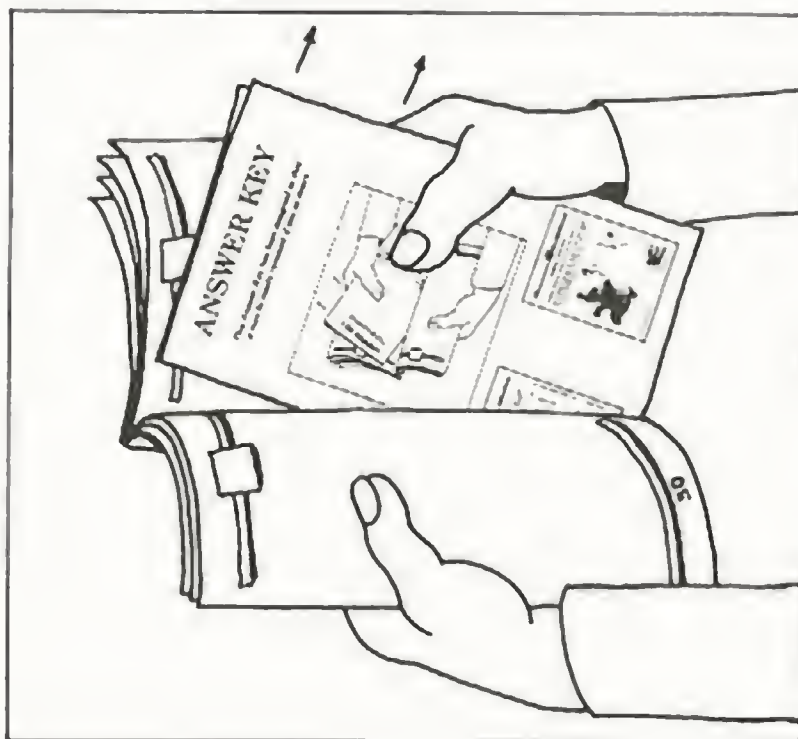
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- A.** notice
1. daily
 2. window
- B.** All correct
4. All correct
 5. hot pavement

ANSWER KEY

To remove this Answer Key pull along perforation

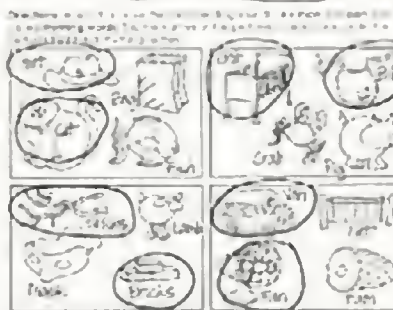
PHONICS





Rhyming Words

The duck goes down the soup with the can and the egg



17

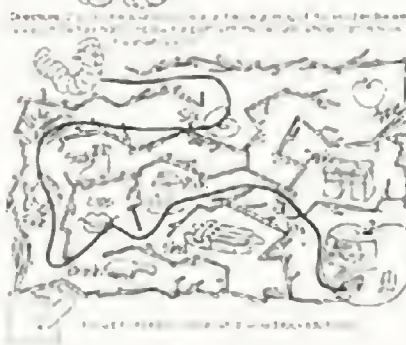


Short Vowel i

How many inchworms can you find in the garden?



inchworm



20

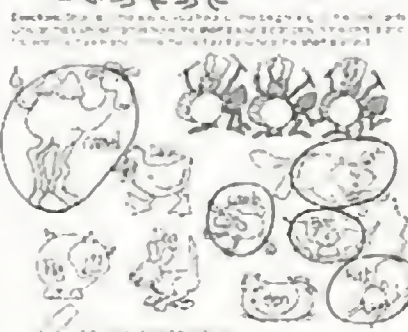


Short Vowel a

What are the ants doing in the garden?



ants



18



Short Vowel i

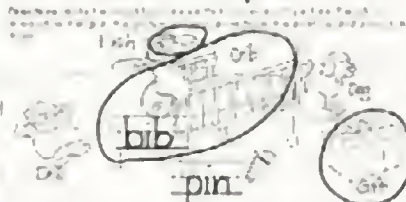
What are the children doing in the garden?



bib



pin

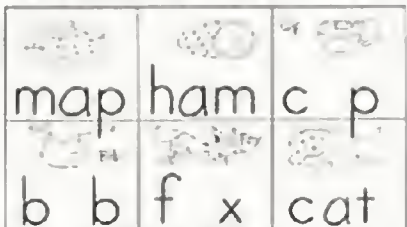


21



Short Vowel a

What are the children doing in the garden?



What are the children doing in the garden?

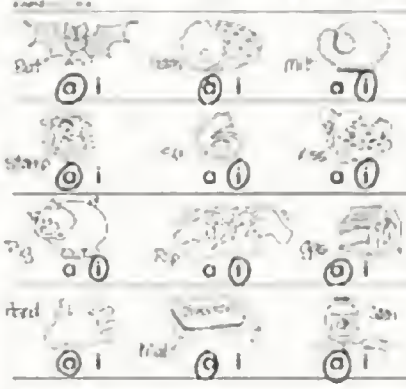


19



Review Short Vowels a and i

What are the children doing in the garden?



22

Review Beginning Consonants



Directions: Match the picture with the letter and the word.

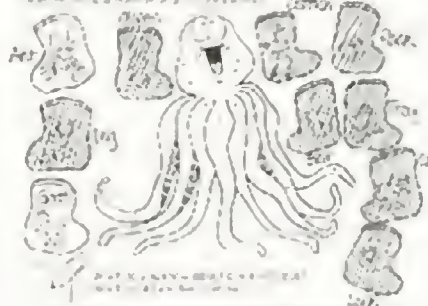


Short Vowel o

Tracing and Recognition

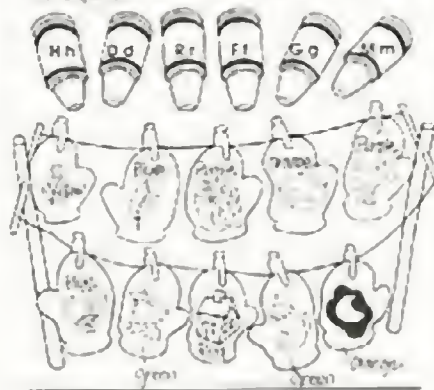
octopus

Directions: Trace the word 'octopus' and the letters 'o' and 't'.



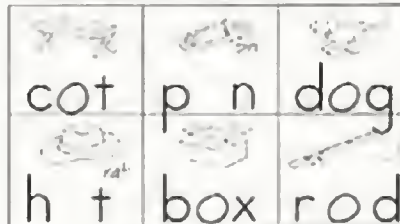
Review Beginning Consonants

Directions: Match the picture with the letter and the word.

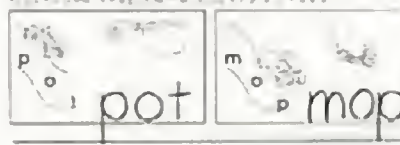


Short Vowel o

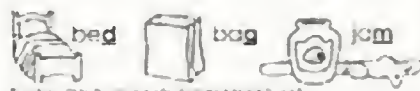
Tracing and Recognition



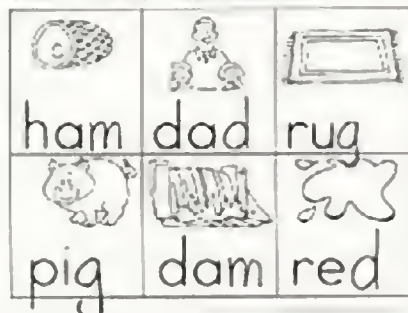
Directions: Trace the words and the letters 'o' and 't'.



Ending Consonants



Directions: Match the picture with the ending consonant.

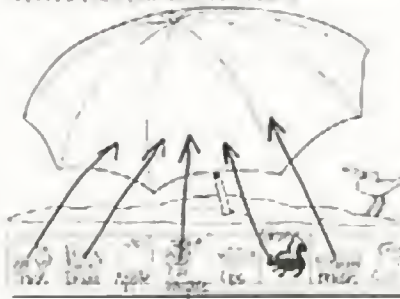


Short Vowel u

Tracing and Recognition

umbrella

Directions: Trace the word 'umbrella' and the letters 'u' and 'l'.



Page 35

Short Vowel u

Directions: Listen to the sound of the short vowel u. Write the words that you hear.

pup
bug
mud

35

Page 38

Review Short Vowels o, u, e

Directions: Listen to the sound of the short vowel. Write the words that you hear.

o u e
o u e
o u e
o u e
o u e
o u e
o u e
o u e

38

Page 36

Short Vowel e

Directions: Listen to the sound of the short vowel e. Write the words that you hear.

hen

36

Page 39

Rhyming Words

Directions: Listen to the sound of the short vowel. Write the words that you hear.

hen	hen	hen	hen
hen	hen	hen	hen
hen	hen	hen	hen
hen	hen	hen	hen

39

Page 37

Short Vowel e

Directions: Listen to the sound of the short vowel e. Write the words that you hear.

bed
net
men

net men bed

37

Page 40

Sound Pattern -at

Directions: Listen to the sound of the short vowel. Write the words that you hear.

at

40



Sound Pattern -at

Describe the words to the children and let them say the words. Then let them write the words in the boxes.



Write the words in the boxes.



Sound Pattern -ot

The cat made an o cat.



Describe the words to the children and let them say the words. Then let them write the words in the boxes.

c ot

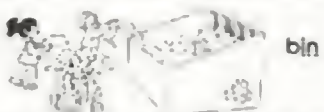


d g h n p t

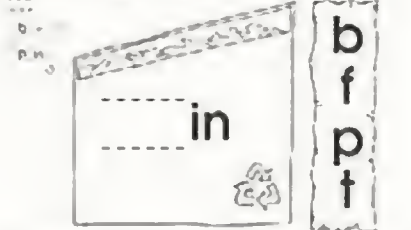


Sound Pattern -in

The cat made an o cat.

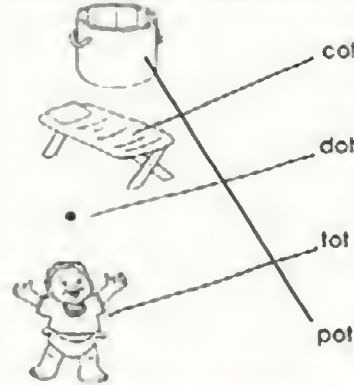


Describe the words to the children and let them say the words. Then let them write the words in the boxes.



Sound Pattern -ot

The cat made an o cat.



Sound Pattern -in

Describe the words to the children and let them say the words. Then let them write the words in the boxes.



Write the words in the boxes.



Review Sound Patterns -at, -in, -ot

The cat made an o cat.





Review Sound Patterns -cl, -in, -ot, -ug, -on

[illegible]

【参考文献】

bat .



1944-45

tug



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pin ?



men



1938 10 10 10 10 10

pot

43



ABC Order

Directions: Draw a line to connect the dots. Follow the letters in ABC order.



52



Review Sound Patterns -ot, -in, -ot, -ug, -en

Downloaded from <http://ajph.org/> on November 10, 2014



- 1 Go over the mat.
- 2 Go under the cat.
- 3 Go around the pen.
- 4 Go past a bin.
- 5 Go around a rug.
- 6 Take the kid by his coat.

54



abc Order

Directions: Draw a line to connect the dots. Follow the letters in abc order.



55

Begin _____

Matching Upper And Lower Case Letters

Directions: Draw a line from each upper case letter to its matching lower case letter.

57

Begin _____

Writing Upper Case Letters

Directions: Trace each letter. Write each letter again next to the letter you traced.

60

Begin _____

Matching Upper And Lower Case Letters

Directions: Draw a line from each upper case letter to its matching lower case letter.

58

Begin _____

Writing Lower Case Letters

Directions: Trace each letter. Write each letter again next to the letter you traced.

61

Begin _____

Discrimination Of a, b, d

Directions: Color the butterflies.
a = yellow, b = orange, d = purple

59

Begin _____

Review

Directions: Fill in the missing upper and lower case letters to complete the alphabet.

62



Beginning Consonant Sounds Bb, Cc, Dd

Directions: Say the sound that the letters Bb, Cc, Dd make (Bb = buh, Cc = kuh, Dd = duh). Then say the name of each picture. If the first sound matches the letter, color it in.

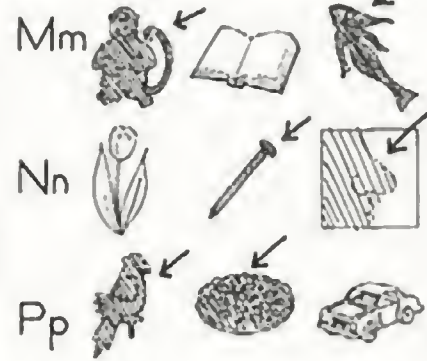


63



Beginning Consonant Sounds Mm, Nn, Pp

Directions: Say the sound that the letters Mm, Nn, and Pp make (Mm = muh, Nn = nuh, Pp = puh). Color the picture if its beginning sound matches the letter.



66



Beginning Consonant Sounds Ff, Gg, Hh

Directions: Say the sounds for the letters Ff, Gg, Hh, Gf = kuh, Gg = guh, Hh = huh. Draw a circle around the picture if it begins with the letter in the column.

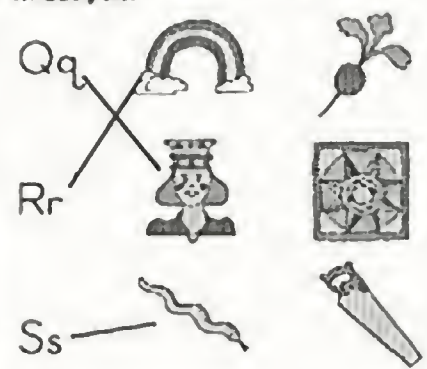


64



Beginning Consonant Sounds Qq, Rr, Ss

Directions: Say the sound that the letters Qq, Rr, Ss make (Qq = quh, Rr = ruh, Ss = seh). Draw a line from each picture to its matching letter.



67



Beginning Sounds Jj, Kk, Ll

Directions: Draw a line from each picture to its beginning letter sound.



65



Beginning Consonant Sounds Tt, Vv, Ww

Directions: Say the sounds that the letters Tt, Vv, Ww make (Tt = tuh, Vv = vuh, Ww = wuh). Color each picture if it has the same beginning sound as the letter.



68

English _____

Beginning Consonant Sounds Xx, Yy, Zz
 Directions: Say the sound that the letters Xx, Yy, Zz make. (Xx = zuh, as in xylo; Yy = yuh; Zz = zuh. Sometimes Xx says its own name, as in xylo.) Draw a circle around each picture if its beginning sound matches the letter.

Xx 

Yy 

Zz 

69

English _____

Beginning Short Vowel Sounds: Ee
 Directions: Say the short vowel sound for the letter Ee. (It makes the same sound as the "e" in the word egg.) Look at the pictures. Color the pictures if they begin with the sound of the short vowel Ee.

Ee 

72

English _____

Review
 Directions: Look at each picture. Say its name. Write the lower case letter for the beginning sound in each picture.



70

English _____


Beginning Short Vowel Sounds: Ii
 Directions: Say the short vowel sound for the letter Ii. (The short vowel sound for the letter Ii sounds like the "I" in Indian.) Look at the pictures. Color the pictures that begin with the short vowel sound of Ii.

Ii 

73

English _____


Beginning Short Vowel Sounds: Aa
 Directions: Say the sound for the letter Aa. (The short vowel sound for Aa is heard at the beginning of the word alligator.) Color the pictures that begin with the short vowel sound.

Aa 

71

English _____

Beginning Short Vowel Sounds: Oo
 Directions: Say the short vowel sound for Oo. (It makes the same sound as the "O" in Oscar.) Look at the pictures. Color the pictures that begin with the sound of Oo.

Oo 

74

English _____

Words With Short Vowel Ii

Directions: Read the words. Draw a line from each word to its matching picture.

81

English _____

Review

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.

84

English _____

Words With Short Vowel Oo

Directions: Look at the pictures and read the words. Draw a line from each picture to the word that describes it.

82

English _____

Which Are Opposites?

Directions: Draw a line between the opposites.

85

English _____

Words With Short Vowel Uu

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.

83

English _____

What Belongs?

Directions: Color the pictures in each row that belong together. Draw an X through the one that does not belong.

86

Reading _____ Name _____

What Comes Before?

Directions: Draw a circle around the small picture that shows what happened right before the pictures in the big boxes.





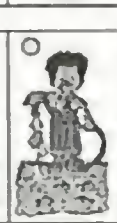
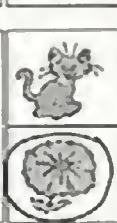
		
		

87

Reading _____ Name _____

Story Sense

Directions: Look at the large pictures. Draw a circle around the small box that shows what is more likely to happen next.

90

Reading _____ Name _____

What Comes After?

Directions: Look at the large pictures. Draw a circle around the small picture that shows what would happen next.









		
		

88





Reading _____ Name _____

Review




Directions: Draw lines to match the opposites.

Directions: Cross out the picture that doesn't belong.

			
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Directions: Circle the picture that shows what comes before.







		
--	---	---

91

Reading _____ Name _____

Story Order

Directions: Find the four pictures that tell a story. Color them. Write numbers in the boxes to show the order they belong in.

89

Reading _____ Name _____

Review

Directions: Circle the picture that shows what comes after.

		
--	---	---

Directions: Write numbers in the boxes to show what order they belong in.

			
--	---	---	---

Directions: Circle the picture that shows what is likely to happen next.

		
--	---	---

92




















Rhyming Pairs

Directions: Circle the pairs that rhyme.
(Words with the same ending sounds.)

  pig nest	  dog bug	  box fox
  hat bat	  kite mud	  star jar
  sun fun	  rat bag	  dish fish
  bark bottle	  sock clock	  sun leaf
  nose hose	  beef feet	  ball leaf




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Rhyming Game


Directions: Think of a word that rhymes with the word given.
Draw a picture. Write the word.


cat

 ans. vary


pan

 ans. vary


bug









 ans. vary

Reading

Picture

More Beginning Sounds

Directions: Look at the pictures. Say their names. Draw a line between pictures beginning with the same sound.

 bee	 door
 cow	 turt
 cake	 bug
 drum	 pig

97



Beginning Sounds

Directions: Look at the picture in each box. Say its name.
Color the pictures in that row beginning with the same sound.

Directions: Color the picture. Circle the six things that start with the sound of the letter *r*.

Look!

98

Reading _____

Beginning Sounds

Directions: Look at each picture. Say its name. Circle the letter the word begins with.








 (a)	 (g)	 (m)
 (r)	 (f)	 (k)
 (h)	 (s)	 (c)
 (n)	 (m)	 (p)

99

Reading _____

Words With e

Directions: Color the pictures. Say the name of each picture. Write the letter e to finish each word.

		
net	bed	bell
		
pen	jet	hen
		
ten	sled	fence

102

Reading _____

Review

Directions: Circle the path that starts with the same letter.

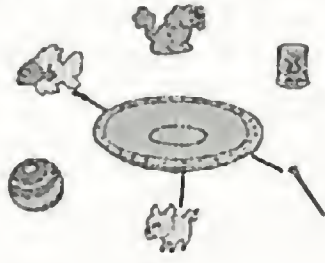
		
		
		
		
		

100

Reading _____

Words With i

Directions: Say the name of each picture. Draw lines from the dot to the pictures with the same middle sound.



Directions: Write the letter i to finish each word. Say the words.

fish	pig	pin
------	-----	-----

103

Reading _____

Words With a

Directions: Write the letter a to finish each word. Draw a line to match the word and its picture.

ba	
ca	
ma	
ba	
pa	

101

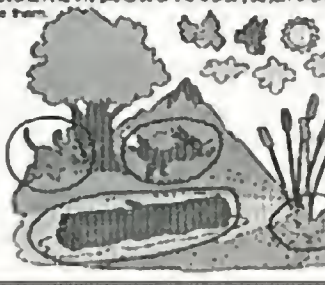
Reading _____

Words With o

Directions: Write the letter o to finish each word. Say the word.

fo	lo
dog	frog

Directions: Find the pictures of the words you just wrote and circle them.




104

Reading _____ Name _____

Words With u

Directions: Write the letter u to finish each word. Say the word. Draw a line to match each word with its picture.

gum _____
 bus _____
 cup _____
 duck _____
 bug _____



105

Reading _____ Name _____

Review

Directions: Trace the letters.

c l i n t

Directions: Say the name of each picture. Write the correct letter to finish each word.



ball _____ pig _____ cup _____



bed _____ dog _____ pan _____

108

Reading _____ Name _____

Middle Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in that row that have the same middle sound.

106

Reading _____ Name _____

Ending Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in each row that end with the same sound.


109

Reading _____ Name _____

Middle Sounds

Directions: Look at the picture. Say its name. Draw a line to the letter that makes its middle sound.

a _____
 e _____
 i _____
 o _____
 u _____








107

Reading _____ Name _____

Ending Sounds

Directions: Look at the picture in each box. Say its name. Circle the letter that the word ends with.

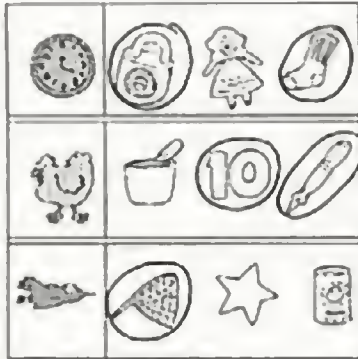
 a	 b	 c
 d	 e	 f
 g	 h	 i
 j	 k	 l

110



Word Families

Directions: Say the name of the picture in the box. Color the pictures in each row that have the same ending sound.



111



Review

Directions: Trace the words.



Directions: Look at each picture. Say the word. Pick a word from the list with the same ending as the word in the picture. Write the words to finish the sentences.

The cat is red.



The pig is big.



The cat is fat.



114



Words That End With an

Directions: Say the name of each picture. Draw a line to match each picture with its word.

fan



can



pan



Directions: Can you write the word that matches the picture?

man



112

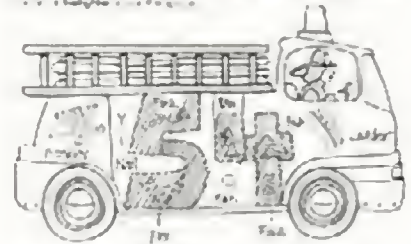


Beginning Consonant Ff

Find the number on the firefighter's truck.

Ff firefighter

Directions: Look at the picture. Find the number on the firefighter's truck. Write the number in the box.



Write the number in the box.

115



Words That End With of

Directions: Say the name of the picture. Trace the word.

hat



Directions: Write these words that end the same as hat.

rat



bat



Directions: Can you think of another word that sounds like hat? Write the word. Draw the picture.

ans. vary

113

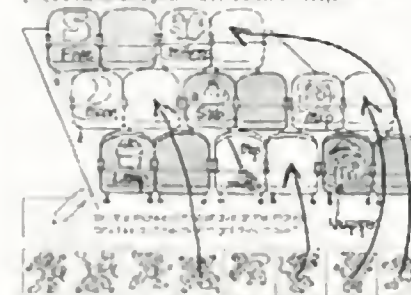


Beginning Consonant Mm

How many monkeys are in the picture?

Mm monkeys

Directions: Look at the picture. Count the monkeys. Write the number in the box.



Write the number in the box.

116



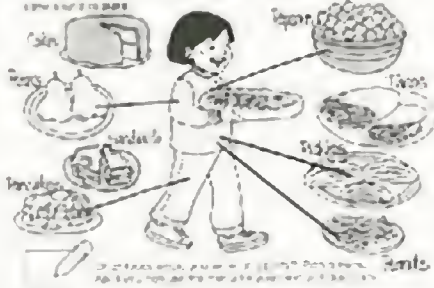
Beginning Consonant Pp

Can you find the pizza parts?



Pp pizza

Directions: Here is a picture of a pizza. Say the letter Pp. Find the parts of the pizza. Write the letter Pp next to each part. Then write the word pizza.

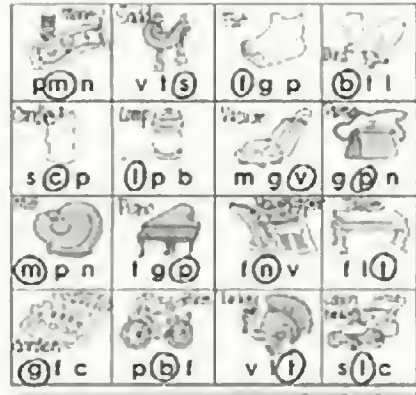


123



Reviewing Beginning Consonants

Directions: Look at the pictures. Write the beginning consonant in the box.



126



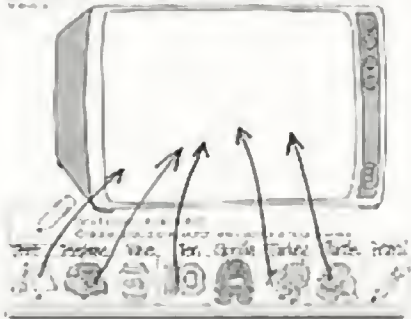
Beginning Consonant Tt

Can you find the television parts?



Tt television

Directions: Look at the picture of the television. Say each letter. Write the letter Tt next to each part. Then write the word television.

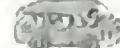


124



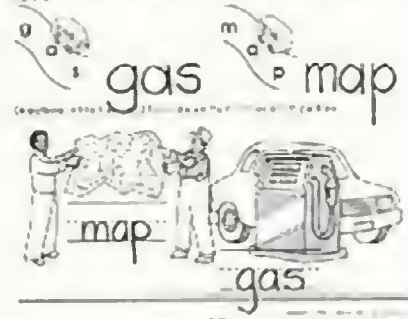
Short Vowel a

How many people can fit in a van?



van

Directions: Draw a picture of a van. Write the letter a in the box. Then write the word van.



127



Beginning Consonant Gg

What gift did the girl get?



Gg gift

Directions: Look at the picture of the gift. Write the letter Gg next to each part. Then write the word gift.



125



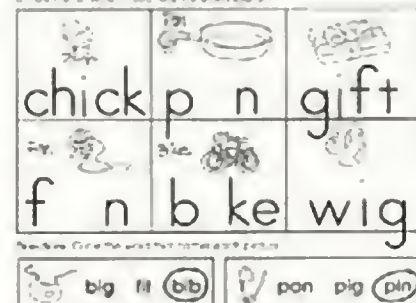
Short Vowel i

Try to get to the gift and get it.



gift

Directions: Draw a picture of a gift. Write the letter i in the box. Then write the word gift.



128

Phonics

Beginning Consonant Yy

Yy yam

Read the Yy words and write the missing letters in the boxes.

Y	y	Y	y
Y	y	Y	y
Y	y	Y	y

135

Phonics

Ending Consonant x

6 X x six

Read the words and write the missing letters in the boxes.

X	x	X	x
X	x	X	x
X	x	X	x

138

Phonics

Beginning Sounds Qu/qu

Qu qu queen

Read the words and write the missing letters in the boxes.

Q	q	Q	q
Q	q	Q	q
Q	q	Q	q

136

Phonics

Reviewing Beginning Consonants

Read the words and write the missing letters in the boxes.

qu	1	2
qu	1	2
qu	1	2

139

Phonics

Beginning Consonant Zz

Zz zoo

Read the words and write the missing letters in the boxes.

Z	z	Z	z
Z	z	Z	z
Z	z	Z	z

137

Phonics

Ending Consonants

Read the words and write the missing letters in the boxes.

1	2	3
1	2	3
1	2	3

140

Phonics

Consonant Blends

The boy is looking on the ground

Directions: Read each word. Write the letter(s) that they shared. A spider is on the ground. In the name of the boy, spider and the word spider share the letters s and p. Write the letters that they shared in the box.

fruit	tree	train	fish	lion
star	egg	egg	dog	lion
plant	egg	egg	tree	egg
clock	egg	egg	egg	egg

141

Phonics

Short Vowel e

The spider is on the ground

Directions: Write the letter(s) that they shared in the box. The spider is on the ground. In the name of the spider, spider and the word spider share the letters s and p. Write the letters that they shared in the box.

- bed - bed web hen
- pet - pet dog cat
- pen - pen dog dog
- leg - leg egg led
- jet - jet net net
- step - step step step
- net - net net net

142

Phonics

Short Vowel o

The dog is on the ground

Directions: Write the letter(s) that they shared in the box. The dog is on the ground. In the name of the dog, dog and the word dog share the letters d and g. Write the letters that they shared in the box.

cat	cat
dog	dog
box	box
pot	pot
mop	mop

143

Phonics

Sound Pattern -an

Can you make a can?

Directions: Write the letter(s) that they shared in the box. The can and the word can share the letters a and n. Write the letters that they shared in the box.

can	pan
ran	man

Can has a can van

144

Phonics

Short Vowel u

The dog is on the rug

Directions: Write the letter(s) that they shared in the box. The dog is on the rug. In the name of the dog, dog and the word dog share the letters d and g. Write the letters that they shared in the box.

The dog is on the rug

The dog jumps in the tub

The dog will run to the bus

The dog is in the sun

145

Phonics

Sound Pattern -it

Can you make a bit?

Directions: Write the letter(s) that they shared in the box. The person is sitting on the rug. In the name of the person, person and the word person share the letters p and s. Write the letters that they shared in the box.

s it	bit			
b	f	h	p	qu

146



Sound Pattern -og

Look at the morning bus heads the fog



hog

Directions: Cut the words out and glue them on the page. Write the words on the lines.



Every day I go to

jog



Can't see a thing

fog



I can find one on a log

log



My dog goes to school

dog



Long Vowel a

Can you play the bag game on the bag?



train

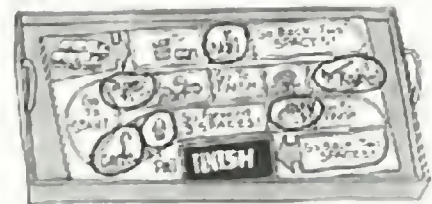


game



tray

Directions: Cut the words out and glue them on the page. Write the words on the lines.



Directions: Cut the words out and glue them on the page. Write the words on the lines.



Sound Pattern -ub

The bus is going under



sub

Directions: Cut the words out and glue them on the page. Write the words on the lines.



Long Vowel a

Directions: Cut the words out and glue them on the page. Write the words on the lines.



pay



say



play



map



lay



play



day



say



day



Sound Pattern -et

Will you let me?

No, not yet!



let

Directions: Cut the words out and glue them on the page. Write the words on the lines.



I want to hit the net!



I want to hit the net!



I want to get the net!



I want to try a net!



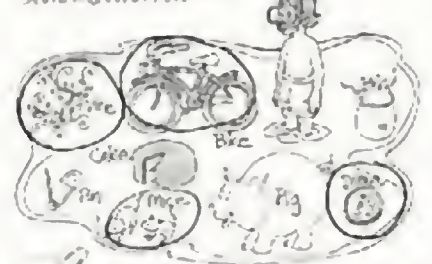
Long Vowel i

Mag will dig for a dig



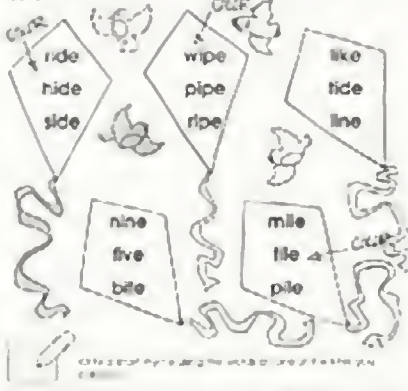
dig

Directions: Cut the words out and glue them on the page. Write the words on the lines.



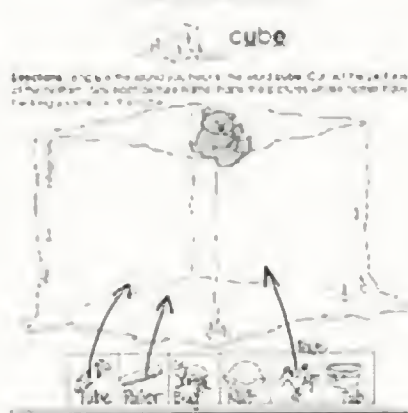
Long Vowel I

[Faint handwritten notes at the bottom of the page]



Long Vowel u

၂၀၁၄ ခုနှစ် ဇူလိုင်လ ၁ ရက်နေ့



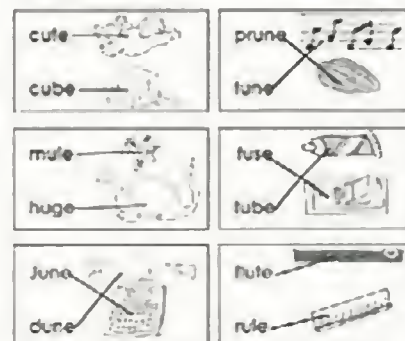
Long Vowel o

2025 4/2/25 2:25 PM 101'W 101'W



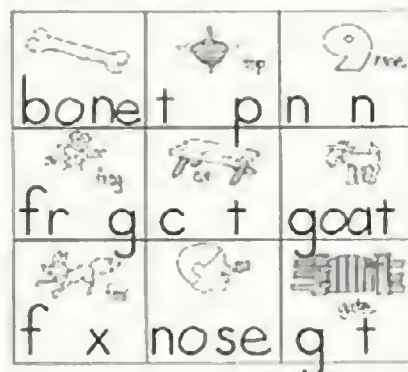
Long Vowel u

Section 1 Year Report on Civil Rights Page 3 of 7 - April 6, 2018



Long Vowel o

THE STATE OF TEXAS, County of _____
do hereby certify that _____



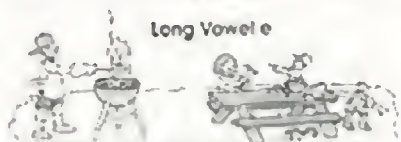
Long Vowel e

יְהוָה יִשְׁמַר אֶת צְדָקָתְךָ יְהוָה יִשְׁמַר אֶת צְדָקָתְךָ



Page _____ Date _____

Long Vowel e



Directions: Draw a line to connect the dots. Circle the words that contain the long vowel e.


1. Draw a line to connect the dots. meal feed eat read
2. Draw a line to connect the dots. beef beep mean read
3. Draw a line to connect the dots. beans beads beat beet
4. Draw a line to connect the dots. peel peak weep poet
5. Draw a line to connect the dots. seeds seeds seeds seeds
6. Draw a line to connect the dots. peek poke jeep peep

159

Page _____ Date _____

ABC Order

Directions: Draw a line to connect the dots. Follow the letters in ABC order.



161

Page _____ Date _____

Reviewing Short and Long Vowels

Directions: Draw a line to connect the dots. Circle the words that contain the short or long vowel.

 <u>dome</u> <u>ad</u>	 <u>bed</u> <u>see</u>	 <u>juice</u> <u>put</u>	 <u>mole</u> <u>put</u>
 <u>cone</u> <u>eat</u>	 <u>ice</u> <u>been</u>	 <u>bug</u> <u>put</u>	 <u>frog</u> <u>put</u>
 <u>bowl</u> <u>have</u>	 <u>cup</u> <u>have</u>	 <u>mop</u> <u>have</u>	 <u>fish</u> <u>have</u>
 <u>tuna</u> <u>have</u>	 <u>fish</u> <u>have</u>	 <u>can</u> <u>have</u>	 <u>bird</u> <u>have</u>

160

Page _____ Date _____

abc order

Directions: Draw a line to connect the dots. Follow the letters in abc order.



162

Beginner

Beginning Consonants Bb, Cc, Dd, Ff

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Bb, Cc, Dd, and Ff.
















163

Beginner

Beginning Consonants Qq, Rr, Ss, Tt

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Qq, Rr, Ss, and Tt.





















166



Beginner

Beginning Consonants Gg, Hh, Jj, Kk

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Gg, Hh, Jj, and Kk.














164

Beginner

Beginning Consonants Vv, Ww, Xx, Yy, Zz

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Vv, Ww, Xx, Yy, and Zz.















167

Beginner

Beginning Consonants Ll, Mm, Nn, Pp

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Ll, Mm, Nn, and Pp.

165

Beginner

Review

Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Vv, Ww, Xx, Yy, and Zz.

























168

Ending Consonants b, d, f

Ending consonants are the sounds that come at the end of the words that are not the vowel sounds.








Directions: Say the name of each picture. Then, write b, d, or f to name the ending sound for each picture.

 b	 f	 d
 b	 d	 f
 f	 d	 f
 b	 d	 b

169

Ending Consonants r, s, t, x

Directions: Say the name of the picture. Then, circle the ending sound for each picture.

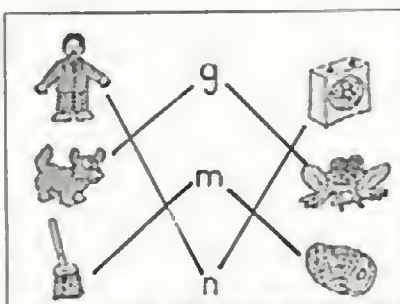
 () () ()	 () () ()
 () () ()	 () () ()
 () () ()	 () () ()
 () () ()	 () () ()

172

Ending Consonants g, m, n

Directions: Say the name of the picture. Draw a line from each letter to a picture which ends with the sound of that letter.


g m n



170

Beginning and Ending Sounds Discrimination





Directions: Say the name of the picture. Draw a line to go around the picture that begins with the sound of the letter. Draw a line to go around the picture that ends with the sound of the letter.





 ()	 ()	 ()
 ()	 ()	 ()
 ()	 ()	 ()





173

Ending Consonants k, l, p

Directions: Say the name of the pictures. Color the pictures in each row that end with the sound of the letter at the beginning of the row. Trace the letters.

k    










l    

p    

171

Beginning and Ending Sounds Discrimination

Directions: Say the name of each picture. Draw a triangle around the letter that makes the beginning sound. Draw a square around the letter that makes the ending sound. Color the pictures.











 () ()	 () ()	 () ()
 () ()	 () ()	 () ()
 () ()	 () ()	 () ()

174

Page _____ Name _____

Discrimination Of Short And Long Ii

Directions: Say the name of each picture. Circle the picture that has the short I sound. Circle the picture that has the long I sound.














181


Page _____ Name _____




Short And Long Vowel Sounds

Directions: Say the name of the picture. Write the correct vowel sound in the box next to the word. Circle the picture that has the short vowel sound. Circle the picture that has the long vowel sound.











184

Page _____ Name _____

Discrimination Of Short And Long Oo

Directions: Say the name of each picture. If the picture has a long o sound, write o in the circle. If the picture has a short o sound, write o in the circle.











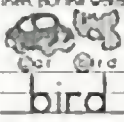
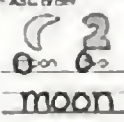
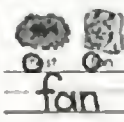

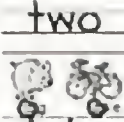
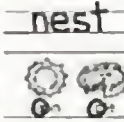
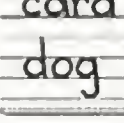
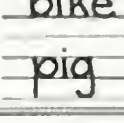
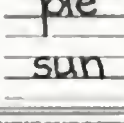



182

Page _____ Name _____

ABC Order

Use the first letter of each word to put the words in alphabetical order.

Directions: Draw a circle around the first letter of each word. Then, put the words in ABC order.

185

Page _____ Name _____

Discrimination Of Short And Long Uu

Directions: Say the name of the picture. If it has the long u sound, write u in the circle. If it has a short u sound, write u in the circle.
















183

Page _____ Name _____

ABC Order

Directions: Circle the first letter of each picture's name. Write in 1, 2, 3, 4, 5, or 6 on the line next to the picture's name to put the words in ABC order.

186

The Super E

When you add an e to some words, the vowel changes but the word is still said by a long vowel sound.

Example: so + e = sue

Directions: Say the word under the first picture in each pair. Then add an e to the word under the matching picture. Say the new word.









 <u>cat</u>	 <u>Pete</u>	 <u>cup</u>	 <u>tube</u>
 <u>man</u>	 <u>mare</u>	 <u>ice</u>	 <u>kite</u>
 <u>pen</u>	 <u>pine</u>	 <u>cap</u>	 <u>cape</u>

187

Antonyms

Antonyms are words that are opposites. Hot and cold are antonyms.

Directions: Draw a line between the words that are opposites. Can you think of other words that are opposites?




 <u>closed</u>	 <u>new</u>
 <u>full</u>	 <u>empty</u>
 <u>above</u>	 <u>old</u>
 <u>near</u>	 <u>open</u>













190

Compound Words

Compound words are two words that are put together to make one word.

Directions: Look at the pictures and read the two words that are next to each other. Now put the words together to make a new word. Write the new word.

Example:  +  =  houseboat




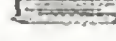
 <u>side</u>	 <u>walk</u>	 <u>sidewalk</u>
 <u>lip</u>	 <u>stick</u>	 <u>lipstick</u>
 <u>sand</u>	 <u>box</u>	 <u>sandbox</u>
 <u>lunch</u>	 <u>box</u>	 <u>lunchbox</u>

188

Homonyms

Homonyms are words that sound the same but are spelled differently and mean something different. Sew and sea are homonyms.

Directions: Look at the word pairs. Choose the word that describes the picture. Write the word on the line next to the picture.




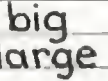


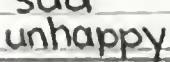
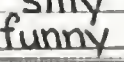
 <u>sew</u>	1 <u>sew</u>	<u>sew</u>
 <u>pear</u>	2 <u>pear</u>	<u>pear</u>
 <u>eye</u>	3 <u>eye</u>	<u>eye</u>
 <u>sea</u>	4 <u>sea</u>	<u>sea</u>

191

Synonyms

Synonyms are words that mean the same thing. Small and big are synonyms.



Directions: Find the two words that describe each picture. Write the words in the boxes below the picture.

 <u>small</u>	 <u>big</u>
 <u>little</u>	 <u>large</u>
 <u>sad</u>	 <u>silly</u>
 <u>unhappy</u>	 <u>funny</u>

189

Review

Directions: Read the sentences below. Fill in the blanks with the correct word. Then circle the first letter of each word and write them in ABC order on the lines below.

 <u>sunglasses</u>	 <u>Pete</u>	 <u>rock</u>	 <u>cold</u>	 <u>eight</u>
--	---	---	---	--

- Sun + glasses = Sunglasses
- Another word for stone is Rock
- The opposite word for hot is Cold
- A word that sounds like the word are Eight
- Add an 'e' to the word pet. Pete




ABC Order




<u>cold</u>	<u>eight</u>	<u>Pete</u>
<u>rock</u>	<u>sunglasses</u>	




192

begin _____ end _____

Nouns Are Naming Words
Nouns tell the name of a person, place, or thing.
Directions: Look at each picture. Color it red if it names a person. Color it blue if it names a place. Color it green if it names a thing.

 B  R  G


 G  B  R

 G  R  B

193

begin _____ end _____

More Than One
Directions: Read the nouns under the pictures. Then write the noun under One or More Than One.



One _____
barn _____
wagon _____
horse _____

More Than One _____
cows _____
ducks _____
pigs _____

196

begin _____ end _____

Nouns Are Naming Words
Directions: Write these naming words in the correct box.

store	zoo	child	baby	teacher	table
cat	park	gym	woman	socks	horse

 baby _____ woman _____
teacher _____ child _____






 store _____ park _____
zoo _____ gym _____

 cat _____ table _____
sock _____ horse _____

194

begin _____ end _____

Verbs Are Action Words
Verbs are words that tell what a person or a thing can do.
Example: The girl pat the dog.
The word "pat" is the verb. It shows action.
Directions: Draw a line between the verbs and the pictures that show the action.

eat _____
run _____
sleep _____
swim _____
sing _____
nap _____

197

begin _____ end _____

More Than One
Some nouns name more than one person, place, or thing.
Directions: Add an "s" to make the words tell about the picture.

 frog S  pan S

 boy S  egg S

 horn S  girl S

195

begin _____ end _____

Verbs Are Action Words.
Directions: Look at the pictures. Read the words. Write an action word in each sentence below.



1. The two boys like to talk together.
2. The children kick the soccer ball.
3. Some children like to swing on the swings.
4. The girl can run very fast.
5. The teacher rings the bell.

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Page _____

Is And Are Are Special Words

Use "is" when talking about one person or one thing. Use "are" when talking about more than one person or thing.

Example: The dog is barking.
The dogs are barking.

Directions: Write "is" or "are" in the sentences below.







- 1 Jim is playing basketball.
- 2 Fred and Sam are good friends.
- 3 Cupcakes are my favorite treat.
- 4 Lisa is a good soccer player.

189

Page _____

Words That Describe

Directions: Read the words in the box. Choose the word that describes the picture. Write it on the line below.

wet	round	funny	soft	tall	sad	fat
	<u>soft</u>		<u>tall</u>			
	<u>funny</u>		<u>sad</u>			
	<u>round</u>		<u>wet</u>			

202

Page _____

Nouns And Verbs

Directions: Read the words in the box. Circle a noun and underline a verb.






- 1 The boy is running.
- 2 The cat is sleeping.
- 3 The fish is swimming.
- 4 The girl is playing.

200

Page _____

Words That Describe

Directions: Circle the descriptive word in each sentence. Draw a line from the word to the picture.

- 1 The hungry dog is eating. 
- 2 The bird is flying. 
- 3 The man is having lunch. 
- 4 She is drinking juice. 
- 5 The boy was fast. 

203

Page _____

Words That Describe

Describing words tell us more about a person, place, or thing.

Directions: Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

heavy	round	sick	cold	long
	<u>long</u>			
	<u>happy</u>			
	<u>sick</u>			
	<u>round</u>			
	<u>cold</u>			




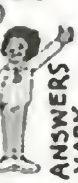

201

Page _____

Names Of People

The names of people begin with a capital letter.

Directions: Choose a name from the box to go with each child. Write the name on the line. Start each name with a capital letter.

Sam	Fred	Lisa	Ann	Jenny
				
1 <u>Sam</u>	2 <u>Fred</u>	3 <u>Lisa</u>	4 <u>Ann</u>	5 <u>Jenny</u>

ANSWERS VARY

204

English

Name That Cat

The names of a cat begin with a c or s or t letter.

Directions: Look at the names in the box. Choose one name for each cat. Write the name in the space under the cat.

Queenie	King	Fuzzy
Boots	Fritz	Lola

205

English

Review

Directions: Circle the letter that should be capitalized.

1. We had a big fun at the party.
2. We had a big fun at the party.
3. On one of the last runners.
4. It is a small dog.
5. We go to the big store at the city.

208

English

Holidays

Holidays begin with capital letters.

Directions: Choose the words from the box to complete the holiday. Write the words under the pictures. Be sure to start with capital letters.

Thanksgiving	President's Day
Valentine's Day	Fourth of July

206

English

Telling Sentences

Sentences can tell us some thing. Telling sentences begin with a capital letter. They end with a period.

Directions: Read the sentences. Draw a yellow circle around the capital letter at the beginning of the sentence. Draw a purple circle around the period at the end of the sentence.

1. I am seven years old.
2. The bed is pretty.
3. The boy likes to dance.
4. The fish like to swim.

209

English

Days of the Week

The days of the week begin with capital letters.

Directions: Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

207

English

Telling Sentences

Directions: Read the sentences. Write the sentences on the lines below. Begin each sentence with a capital letter. End each sentence with a period.

1. Most children like pets.
2. Some children like dogs.
3. Some children like cats.
4. Some children like snakes.
5. Some children like all animals.

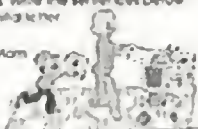
210



Telling Sentences

Directions: Read the sentences. Write the sentences below. Start each sentence with a capital letter and end with a period.

1. I like to go to the store with Mom.
2. We go on Friday.
3. I get to push the cart.
4. I get to buy the cookies.
5. I like to help Mom.



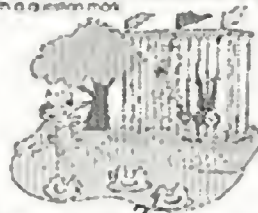
1. I like to go to the store with Mom.
2. We go on Friday.
3. I get to push the cart.
4. I get to buy the cookies.
5. I like to help Mom.

211



Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to start each question with a capital letter. End each question with a question mark.



1. Do you like the zoo?
2. How much does it cost?
3. Can you feed the ducks?
4. Will you see the monkeys?
5. What time will you eat lunch?

214



Asking Sentences

Asking sentences ask a question. An asking sentence begins with a capital letter. It ends with a question mark.

Directions: Draw a green line under the sentences that ask a question.



1. Does your room have a bed?
2. Are the walls yellow?
3. There are many children.
4. Do you sit at desks or tables?
5. The teacher likes her job.

212



Periods And Question Marks

Use a period at the end of a telling sentence. Use a question mark at the end of an asking sentence.

Directions: Put a period or a question mark at the end of each sentence below.



1. Do you like a parade?
2. The clown's lead the parade.
3. Can you hear the band?
4. The balloons are big.
5. Can you see the horses?

215



Asking Sentences

Directions: Draw a blue line under the sentences that ask a question.



1. We like to camp.
2. Do you like to camp?
3. We like to sing at camp.
4. Can you make a fire?
5. We like to cook hot dogs.

213



Review

Directions: Look at the picture. In the space below, write one telling sentence about the picture. Then, write one asking sentence about the picture.



A telling sentence.

answers vary

An asking sentence.

216

Word Order

Word order is the logical order of words in a sentence.

Directions: Put the words in each sentence in order. Write the sentence on the lines.

1. We made lemonade. some
2. good. it was
3. We the sold lemonade.
4. cost it five cents.
5. fun. We had



1. We made some lemonade.
2. It was good.
3. We sold the lemonade.
4. It cost five cents.
5. We had fun.

217

I Can Write Sentences

A story has more than one sentence.

Directions: Use the words from the pictures to write a story.



girl



boy



play



books



swing



school

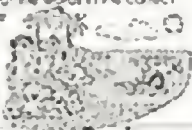
I am a happy boy/girl. I go to school.
I like to read books. I like to play
on the playground. I like to swing on the swings.

220

Word Order

Directions: Look at the picture. Put the words in the correct order. Write the sentences on the lines below.

1. a Jan starfish. has
2. and Bill to Peg swim. like
3. The shining sun is
4. sand. the in Jack likes play to
5. cold. water the is



1. Jan has a starfish.
2. Peg and Bill like to swim.
3. The sun is shining.
4. Jack likes to play in the sand.
5. The water is cold.

218

I Can Write Sentences

Directions: Draw a picture of yourself in the box marked Me. Then write three sentences about yourself on the lines.

Me

picture varies

sentences vary

221

Word Order Can Change Meaning

If you change the order of the words in a sentence, you can change the meaning of the sentence.

Directions: Read the sentences. Draw a purple circle around the sentence that describes the picture.

Example:

- The fox jumped over the dog.
The dog jumped over the fox.



1. The cat watched the bird.
The bird watched the cat.



2. The girl looked at the boy.
The boy looked at the girl.



3. The boy ran past the girl.
The girl ran past the boy.

219

Review

Directions: Put the words in the right order to make a sentence. The sentences we tell a story.

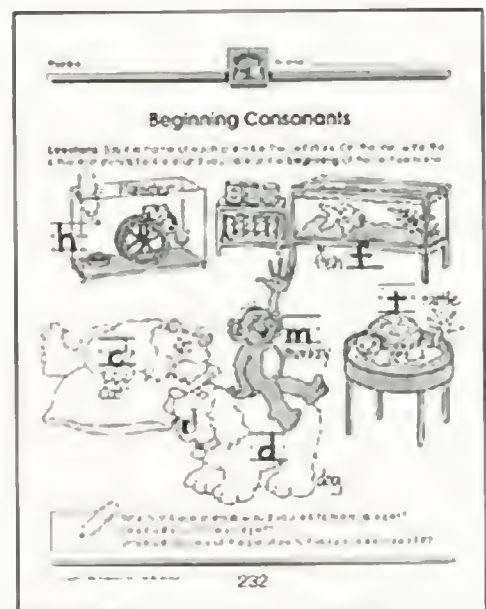
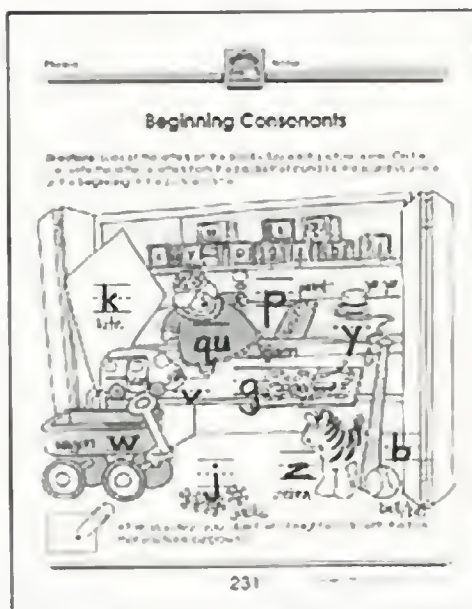
1. a gerbil. has Ann
2. is the Mike. named gerbil
3. likes eat Mike to
4. play. to like likes
5. happy is gerbil like



1. Ann has a gerbil.
2. The gerbil is named Mike.
3. Mike likes to eat.
4. Mike likes to play.
5. Mike is a happy gerbil.

222

- Page 223 Words and pictures will vary.
- Page 224 Mom: mirror, map Dad: pajamas, pen Pat:
bank, book Bill: ball, doll
- Page 225 Possible words: lap, lip, dig, rib, cap, fan,
fin, map
- Page 226 Words will vary.
- Page 227 Results will vary.
- Page 228 Game of checkers will vary, but students
should know all the words
- Page 229 Answers will vary.
- Page 230 Words with same meanings: little-small, silly-
funny, below-under Words with opposite
meanings: happy-sad, on-off, more-less,
nice-mean, up-down; winner will vary



Page 233

Ending Consonants

Directions: Look at the pictures and find the ending consonant. Write the letter in the space provided.

pond frog turtle fish

233

Page 236

Short Vowels

Directions: Look at the pictures and find the short vowel. Write the letter in the space provided.

cat pin top sun web

236

Page 234

Middle Consonants

Directions: Look at the pictures and find the middle consonant. Write the letter in the space provided.

ladder barn gate nail board ladder

234

Page 237

Short Vowels

Directions: Look at the pictures and find the short vowel. Write the letter in the space provided.

hand cup brush shell frog box pig fish cat

237

Page 235

Beginning, Middle, and Ending Consonants

Directions: Look at the pictures and find the beginning, middle, and ending consonant. Write the letter in the space provided.

camel wagon rabbit snake zipper frog tulip hammer wheel

235

Page 238

Short Vowels

Directions: Look at the pictures and find the short vowel. Write the letter in the space provided.


hat tub fox bed wig rod rug lid bat

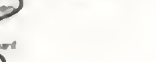
238


Page 239

A Plan for Reading

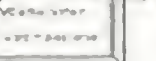
Directions: Read the sentence. Use the picture to help you. Write the words in the boxes.


1. The cat sat on the mat. 


2. The dog ran in the yard. 

3. The bird flew in the sky. 

Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.

1. The cat sat on the mat. 

2. The dog ran in the yard. 


3. The bird flew in the sky. 


239


Page 242

Exploring Rhyming Words


Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.


1. The cat sat on the mat. 

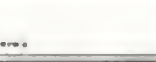
2. The dog ran in the yard. 

3. The bird flew in the sky. 

Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.

1. The cat sat on the mat. 

2. The dog ran in the yard. 

3. The bird flew in the sky. 

242

Page 240

Review Consonants and Short Vowels

Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.

ten	cup	bus
pot	mop	pig
six	jet	fan

240

Page 243

Rhyming Words

Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.

1. The cat sat on the mat. 

2. The dog ran in the yard. 

3. The bird flew in the sky. 

Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.

1. The cat sat on the mat. 

2. The dog ran in the yard. 


3. The bird flew in the sky. 

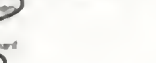
243


Page 346

Review Consonants and Short Vowels

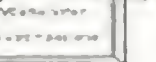
Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.


1. The cat sat on the mat. 


2. The dog ran in the yard. 

3. The bird flew in the sky. 

Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.

1. The cat sat on the mat. 

2. The dog ran in the yard. 


3. The bird flew in the sky. 


244


Page 244

Long Vowels


Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.


1. The cat sat on the mat. 

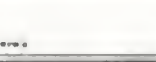
2. The dog ran in the yard. 

3. The bird flew in the sky. 

Directions: Write the words in the boxes. Use the picture to help you. Write the words in the boxes.

1. The cat sat on the mat. 

2. The dog ran in the yard. 

3. The bird flew in the sky. 

244

Words

Long

245

Words

Long

Long Vowel u

The cyrus and the cane to the stage

Directions: Write the words in the box that have the long vowel u. Write the words in the box that have the long vowel u. Write the words in the box that have the long vowel u.

249

Words

Long

Long Vowel a

Help Jay and the other friends to the stage

Directions: Write the words in the box that have the long vowel a. Write the words in the box that have the long vowel a. Write the words in the box that have the long vowel a.

246

Words

Long

Long Vowel o

Use the words to make a story for the stage

Directions: Write the words in the box that have the long vowel o. Write the words in the box that have the long vowel o. Write the words in the box that have the long vowel o.

ice	soap	goat	rope
mow	hoe	bone	row

249

Words

Long

Long Vowel i

I like the girl best. And the boy best.

Directions: Write the words in the box that have the long vowel i. Write the words in the box that have the long vowel i. Write the words in the box that have the long vowel i.

247

Words

Long

Long Vowel o

Use the words to make a story for the stage

Directions: Write the words in the box that have the long vowel o. Write the words in the box that have the long vowel o. Write the words in the box that have the long vowel o.

250



Review Short and Long Vowels



Can you recognize the vowels?

Directions: Read each word and write the vowel in the box.

1. The sun is **sh**ine.
2. The cat is **sh**ort.
3. The boy is **sh**ort.
4. The girl is **sh**ort.
5. The cat is **sh**ort.
6. The cat is **sh**ort.
7. The cat is **sh**ort.
8. The cat is **sh**ort.
9. The cat is **sh**ort.
10. The cat is **sh**ort.



Write the vowel in the box.



Hard and Soft c

Get ready to read! Read the words and write the vowel in the box.

Directions: Read each word and write the vowel in the box.

1. The cat is **sh**ort.

2. The cat is **sh**ort.

3. The cat is **sh**ort.

4. The cat is **sh**ort.

5. The cat is **sh**ort.

6. The cat is **sh**ort.

7. The cat is **sh**ort.

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71. The cat is **sh**ort.

72. The cat is **sh**ort.

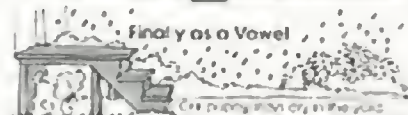
73. The cat is **sh**ort.

74. The cat is **sh**ort.

75. The cat is **sh**ort.



Final y as a Vowel



Directions: Read each word and write the vowel in the box.

1. The cat is **sh**ort.

2. The cat is **sh**ort.

3. The cat is **sh**ort.

4. The cat is **sh**ort.

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97. The cat is **sh**ort.

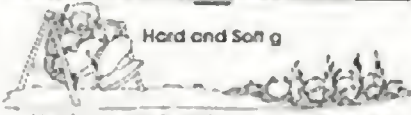
98. The cat is **sh**ort.

99. The cat is **sh**ort.

100. The cat is **sh**ort.



Hard and Soft g



Directions: Read each word and write the vowel in the box.

1. The cat is **sh**ort.

2. The cat is **sh**ort.

3. The cat is **sh**ort.

4. The cat is **sh**ort.

5. The cat is **sh**ort.

6. The cat is **sh**ort.

7. The cat is **sh**ort.

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9. The cat is **sh**ort.

10. The cat is **sh**ort.

11. The cat is **sh**ort.

12. The cat is **sh**ort.

13. The cat is **sh**ort.

14. The cat is **sh**ort.

Phonics

S Blends

Directions: Draw, trace, or write the words that use the s blend. Use the words in the box to help you.

snow sport sweater skates sled squarer

263

Phonics

R Blends

Directions: Draw, trace, or write the words that use the r blend. Use the words in the box to help you.

tree dress bread crown fog grapes price

264

Phonics

L Blends

Directions: Draw, trace, or write the words that use the l blend. Use the words in the box to help you.

clock blue bump globe plum

265

Phonics

R Blends

Directions: Draw, trace, or write the words that use the r blend. Use the words in the box to help you.

brick crab train prize

267

Phonics

L Blends

Directions: Draw, trace, or write the words that use the l blend. Use the words in the box to help you.

blue clap foot glue please tag

Please float glue blue flag clap

265

Phonics

Exploring Consonant Blends

Directions: Draw, trace, or write the words that use the consonant blends. Use the words in the box to help you.

ain

268

Review Consonant Blends

Directions: Write the consonant blend in the space provided. Write the word that begins with the blend.

1. brush dream

2. stop

3. spell

4. store

5. star

6. smile

269

Final Consonant Digraphs

Directions: Write the final consonant sound in the space provided.

brush inch wash

check duck fish

peach bench black

272

Beginning Consonant Digraphs

Directions: Write the beginning consonant digraph in the space provided. Write the word that begins with the digraph.

chick sleep

1. chick

2. slee

3. chick

4. slee

5. chick

6. slee

270

A Plan for Reading

Directions: Write the beginning consonant digraph in the space provided. Write the word that begins with the digraph.

1. chick

2. slee

3. chick

4. slee

5. chick

6. slee

273

Beginning Consonant Digraphs

Directions: Write the beginning consonant digraph in the space provided. Write the word that begins with the digraph.

1. what

2. there

3. there

4. there

5. there

6. there

271

Review Consonant Digraphs

Directions: Write the final consonant sound in the space provided.

chimney shoes wheel path

shed thimble

rock

274

Review Your Plans for Reading

Read the story to find out what happened when the boy
 was in the car.

Write the words in the boxes below. Use the plan you made.

cvc	cvcc	cvcc	cvcc
Tom	will	take	mean
can	long	time	read
Jet	next	like	wait

Write the words in the boxes below. Use the plan you made.

275

Use Your Plans for Reading

Read the story to find out what happened when the boy
 was in the car. Use the plan you made to read the story.

Pick can read take

Now you <u>can</u> take the lead	Pick a plan, and read, read, read!
---	--

276

Sounds and Letters



fan



rake



train



hay



ball



car



chair



dog



bed



bean



fish



goat



horse



bib



kite



jet



kitten



lion



mouse



nest



ring



top

Sounds and Letters



coat



bone



moon



book



window



pig



quilt



rose



sun



shoe



tent



thin



cup



tube



vase



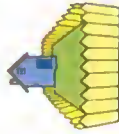
watch



wheel



ax



yard



fly



pony



zoo